



Writing progression:

**Intent:** At Three Bridges Primary school, we want every child to **engage** in learning the skills they need to write well. This will be **achieved** through the implementation of the WRITER sequence. We will **nurture** their **enjoyment** of writing and give them the support and tools to become **resilient**, confident writers.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Transcription</b>						
<ul style="list-style-type: none"> <li>Explore mark making with different types of media</li> <li>Explore making shapes with mark making tools e.g. lines, circles, and zig zags.</li> <li>Form recognisable letters</li> <li>Write initial sounds for words</li> <li>Write CVC words</li> <li>Begin to write words containing each of the 40+ phonemes taught</li> <li>Begin to recognise alternative spellings of the same sound</li> <li>Write sentences using phonic knowledge</li> <li>Begin to write some irregular common words</li> </ul>	<ul style="list-style-type: none"> <li>words containing each of the 40+ phonemes taught</li> <li>common exception words</li> <li>the days of the week</li> <li>name the letters of the alphabet in order</li> <li>using letter names to distinguish between alternative spellings of the same sound</li> <li>using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>using the prefix un–</li> <li>using –ing, –ed, –er and –est where no change is needed in the spelling of root words</li> <li>apply simple spelling rules</li> <li>write from memory simple sentences dictated by the teacher that include words using the</li> </ul>	<ul style="list-style-type: none"> <li>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>learning to spell common exception words</li> <li>distinguishing between homophones and near-homophones</li> <li>learning the possessive apostrophe (singular)</li> <li>learning to spell more words with contracted forms</li> <li>add suffixes to spell longer words, including –ment, –</li> </ul>	<ul style="list-style-type: none"> <li>spell further homophones</li> <li>spell words that are often misspelt</li> <li>use further prefixes and suffixes and understand how to add them</li> <li>place the possessive apostrophe in words with regular plurals and in words with irregular plurals</li> <li>begin to use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> <li>write from memory simple sentences, dictated by the teacher, that include CEW words.</li> </ul>	<ul style="list-style-type: none"> <li>spell further homophones</li> <li>spell words that are often misspelt</li> <li>use further prefixes and suffixes and understand how to add them</li> <li>place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> <li>write from memory simple sentences, dictated by the teacher, that include CEW words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>spell some words with 'silent' letters</li> <li>continue to distinguish between homophones and other words which are often confused</li> <li>develop the use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</li> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>write from memory simple sentences dictated by the</li> </ul>	<ul style="list-style-type: none"> <li>spell some words with 'silent' letters</li> <li>consistently distinguish between homophones and other words which are often confused</li> <li>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically</li> <li>use further prefixes and suffixes and understand the guidance for adding them</li> <li>use dictionaries to check the spelling and meaning of words</li> <li>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>write from memory simple sentences dictated by the teacher that include</li> </ul>

	common exception words taught so far.	ness, -ful, -less, -ly <ul style="list-style-type: none"> <li>• apply spelling rules</li> <li>• write from memory simple sentences dictated by the teacher that include words using the common exception words and punctuation taught so far.</li> </ul>			teacher that include common exception words taught so far.	common exception words and punctuation taught so far.
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### Handwriting

<ul style="list-style-type: none"> <li>• Explore mark making with different types of media</li> <li>• Explore making shapes with mark making tools e.g. lines, circles, and zig zags.</li> <li>• Develop comfortable pencil grip (tripod)</li> <li>• Form recognisable letters</li> <li>• Form most letters correctly using the phonic phrases</li> <li>• Form digits 0-9</li> <li>• Begin to remember spaces between words.</li> </ul>	<ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• Form digits 0-9 correctly</li> <li>• form capital letters</li> <li>• understand which letters belong to which handwriting 'families' and to practise these</li> <li>• Use spaces between words</li> </ul>	<ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• increase the legibility, consistency and quality of their handwriting</li> </ul>	<ul style="list-style-type: none"> <li>• consistently use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• continue to increase the legibility, consistency and quality of their handwriting</li> </ul>	<ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• increase fluency speed and accuracy for joined handwriting.</li> </ul>	<ul style="list-style-type: none"> <li>• Consistently choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• use fluent accurate joined handwriting for all writing pieces.</li> </ul>
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### Contexts for writing

<ul style="list-style-type: none"> <li>• Recognise that writing can be for different purposes</li> <li>• Write labels</li> <li>• Begin to write for different purposes e.g. postcards, narrative, list, captions, writing about real events</li> </ul>	<ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing poetry</li> </ul>	<ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing poetry</li> <li>• writing for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>• begin to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	<ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> </ul>	<ul style="list-style-type: none"> <li>• begin to explain the appropriate form for the audience and purpose of the writing. Use other similar writing as models for their own</li> <li>• in writing narratives, begin considering how authors have developed characters</li> </ul>	<ul style="list-style-type: none"> <li>• explain the appropriate form for the audience and purpose of the writing. Use other similar writing as models for their own</li> <li>• in writing narratives, considering how authors have developed characters</li> </ul>
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<b>Planning writing</b>						
<ul style="list-style-type: none"> <li>• Saying out loud what they are going to write about</li> <li>• Composing a sentence orally before writing it</li> </ul>	<ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• Begin to plan writing</li> </ul>	<ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> </ul>	<ul style="list-style-type: none"> <li>• discussing and recording ideas</li> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>• independently discussing and recording ideas</li> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>	<ul style="list-style-type: none"> <li>• independently noting and developing initial ideas, drawing on reading and research where necessary</li> </ul>
<b>Drafting writing</b>						
	<ul style="list-style-type: none"> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> </ul>	<ul style="list-style-type: none"> <li>• develop organising paragraphs around a theme</li> <li>• in narratives, creating settings and characters</li> <li>• in non-narrative material, using simple organisational devices (headings &amp; subheadings)</li> </ul>	<ul style="list-style-type: none"> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices</li> </ul>	<ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, beginning to understand how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and begin integrating dialogue to convey character and advance the action</li> <li>• develop précising longer passages</li> <li>• using a range of devices to build cohesion within and across paragraphs</li> <li>• using organisational and presentational devices to structure text and to guide the reader</li> </ul>	<ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• précising longer passages</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader</li> </ul>
<b>Editing writing</b>						

<ul style="list-style-type: none"> <li>Orally retell a story or rhyme to a partner or group in sequence</li> <li>Know that letters are the right way round and correctly formed</li> <li>Use phonic knowledge to check spelling of words.</li> <li>Re-read their writing back to a teacher or peer</li> </ul>	<ul style="list-style-type: none"> <li>discuss what they have written with the teacher or other pupils</li> <li>Begin to re-read to check that their writing makes sense</li> </ul> <p>Begin to use purple pen to edit capital letters and full stops.</p>	<ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> <li>rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>with support proofreading to check for errors in spelling, grammar and punctuation</li> </ul> <p>Correct capital letters and full stops for sentences in purple pen.</p> <p>Add in one or two adjectives using a purple pen.</p> <p>Correct spelling on model/display</p>	<ul style="list-style-type: none"> <li>begin to assess the effectiveness of their own and others' writing and suggesting improvements</li> <li>begin to propose changes to grammar and vocabulary.</li> <li>begin to independently proofread for spelling and punctuation errors</li> </ul> <p>Correct capital letters for sentence starts and names and full stops in purple pen.</p> <p>Add in one or two adjectives/adverbs using a purple pen.</p> <p>Check spelling carefully. With support, use a dictionary.</p> <p>Vary some sentence starters.</p>	<ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>proofread for spelling and punctuation errors</li> </ul> <p>Correct most punctuation in purple pen including all capital letters, full stops and commas.</p> <p>Add a variety of adjectives/adverbs using a purple pen.</p> <p>Check spelling carefully. Use a dictionary.</p> <p>Vary most sentence starters.</p> <p>Begin to use a thesaurus.</p>	<ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing with feedback.</li> <li>proposing changes to vocabulary and punctuation to enhance effects and clarify meaning</li> <li>ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural.</li> <li>proofread for spelling and punctuation errors</li> </ul> <p>Correct punctuation in purple pen including all capital letters, full stops and commas.</p> <p>Improve adjectives/adverbs using a purple pen.</p> <p>Vary sentence starters.</p> <p>Check spelling carefully using a dictionary with increasing accuracy.</p> <p>Use a thesaurus to find more powerful alternatives.</p>	<ul style="list-style-type: none"> <li>assessing the effectiveness of their own and others' writing giving precise feedback</li> <li>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>confidently ensure the consistent and correct use of tense throughout a piece of writing</li> <li>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>proofread writing for all errors</li> </ul> <p>Correct punctuation using purple pen. Improve adjectives/adverbs using a purple pen.</p> <p>Vary sentence starters.</p> <p>Confidently check spelling carefully. Use a dictionary.</p> <p>Confidently use a thesaurus to find more powerful alternatives.</p>
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**Performing writing**

<ul style="list-style-type: none"> <li>• Read their writing aloud clearly enough to be heard by their peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• read their writing aloud clearly enough to be heard by their peers and the teacher with some expression</li> </ul>	<ul style="list-style-type: none"> <li>• read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>• read their own writing aloud, to a group or the whole class, using controlling appropriate tone and volume so that the meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• confidently perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>
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**Vocabulary**

<ul style="list-style-type: none"> <li>• Begin to understand terminology such as word, letter, sentence, full stop, capital letter</li> </ul>	<ul style="list-style-type: none"> <li>• joining words and joining clauses using "and"</li> <li>• Understand and use year 1 terminology (English Appendix 2: Vocabulary, grammar and punctuation)</li> </ul>	<ul style="list-style-type: none"> <li>• expanded noun phrases to describe and specify</li> <li>• Understand and use year 2 terminology (English Appendix 2: Vocabulary, grammar and punctuation)</li> </ul>	<ul style="list-style-type: none"> <li>• begin to extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• starts to choose nouns or pronouns appropriately to avoid repetition</li> <li>• using conjunctions, adverbs and prepositions to express time and cause (and place)</li> <li>• Understand and use year 3 terminology (English Appendix 2: Vocabulary, grammar and punctuation)</li> </ul>	<ul style="list-style-type: none"> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>• Understand and use year 4 terminology (English Appendix 2: Vocabulary, grammar and punctuation)</li> </ul>	<ul style="list-style-type: none"> <li>• use a thesaurus</li> <li>• begin to use expanded noun phrases to convey complicated information concisely</li> <li>• using modal verbs or adverbs to indicate degrees of possibility</li> <li>• Understand and use year 5 terminology (English Appendix 2: Vocabulary, grammar and punctuation)</li> </ul>	<ul style="list-style-type: none"> <li>• confidently use a thesaurus</li> <li>• using expanded noun phrases to convey complicated information concisely</li> <li>• confidently use modal verbs or adverbs to indicate degrees of possibility</li> <li>• Understand and use year 6 terminology (English Appendix 2: Vocabulary, grammar and punctuation)</li> </ul>
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**Grammar and Punctuation**

<ul style="list-style-type: none"> <li>• Begin to understand that names start with a capital letter and the pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>• regular plural noun suffixes (-s, -es)</li> <li>• verb suffixes where root word is unchanged (-ing, -ed, -er)</li> <li>• un- prefix to change meaning of adjectives</li> <li>• to combine words to make sentences, including using 'and'</li> <li>• Sequencing sentences to form short narratives</li> <li>• separation of words</li> </ul>	<ul style="list-style-type: none"> <li>• sentences with different forms: statement, question, exclamation, command</li> <li>• the present and past tenses correctly and consistently including the progressive form</li> <li>• subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> </ul>	<ul style="list-style-type: none"> <li>• using the present perfect form of verbs in contrast to the past tense</li> <li>• form nouns using prefixes (super-, anti-)</li> <li>• use the correct form of 'a' or 'an'</li> <li>• word families based on common words (solve, solution, dissolve, insoluble)• using and punctuating</li> </ul>	<ul style="list-style-type: none"> <li>• using fronted adverbials</li> <li>• difference between plural and possessive -s</li> <li>• Standard English verb inflections (I did vs I done)</li> <li>• extended noun phrases, including with prepositions</li> <li>• appropriate choice of pronoun or noun to create cohesion</li> <li>• using commas after</li> </ul>	<ul style="list-style-type: none"> <li>• using the perfect form of verbs to mark relationships of time and cause</li> <li>• using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</li> <li>• converting nouns or adjectives into verbs</li> <li>• verb prefixes</li> <li>• devices to build</li> </ul>	<ul style="list-style-type: none"> <li>• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</li> <li>• using passive verbs to affect the presentation of information in a sentence</li> <li>• using the perfect form of verbs to mark</li> </ul>
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	<p>with spaces</p> <ul style="list-style-type: none"> <li>• capital letters for names and pronoun 'I'</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>• some features of written Standard English</li> <li>• suffixes to form new words (-ful, -er, -ness)</li> <li>• sentence demarcation</li> <li>• commas in lists</li> <li>• apostrophes for omission &amp; singular possession</li> <li>• learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul>	<p>direct speech (i.e. Inverted commas)</p>	<p>fronted adverbials</p> <ul style="list-style-type: none"> <li>• indicating possession by using the possessive apostrophe with singular and plural nouns</li> <li>• using and punctuating direct speech (including punctuation within and surrounding inverted commas)</li> </ul>	<p>cohesion, including adverbials of time, place and number</p> <ul style="list-style-type: none"> <li>• using commas to clarify meaning or avoid ambiguity in writing</li> <li>• using brackets, dashes or commas to indicate parenthesis</li> </ul>	<p>relationships of time and cause</p> <ul style="list-style-type: none"> <li>• differences in informal and formal language</li> <li>• synonyms &amp; antonyms</li> <li>• further cohesive devices such as grammatical connections and adverbials</li> <li>• use of ellipsis</li> <li>• using hyphens to avoid ambiguity</li> <li>• using semicolons, colons or dashes to mark boundaries between independent clauses</li> <li>• using a colon to introduce a list</li> <li>• punctuating bullet points consistently</li> </ul>
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