



St Mary's School Charminster
Skills Progression: English Writing Overview 2022

Skills	Year R	Year 1	Year 2	Year 3	Year 4
Topic A	Magical me Land Ahoy! Frozen Kingdom Memory Box Jurassic Park Beachcombers	Magical me Land Ahoy! Frozen Kingdom Memory Box Jurassic Park Beachcombers	Magical me Land Ahoy! Frozen Kingdom Memory Box Jurassic Park Beachcombers	Magical me Explorers Frozen Kingdom WW2 Evacuees Rocks Beachcombers	Magical me Explorers Frozen Kingdom WW2 Evacuees Rocks Beachcombers
B	Towers Turrets & Tiaras Drastic Plastic Global Garden Enchanted Land Paws Claws & Whiskers Colourful Carnival	Towers Turrets & Tiaras Drastic Plastic Global Garden Enchanted Land Paws Claws & Whiskers Colourful Carnival	Towers Turrets & Tiaras Drastic Plastic Global Garden Enchanted Land Paws Claws & Whiskers Colourful Carnival	Towers Turrets & Tiaras Drastic Plastic Global Garden Stone Age Paws Claws & Whiskers Colourful Carnival (S. America)	Towers Turrets & Tiaras Drastic Plastic Global Garden Stone Age Paws Claws & Whiskers Colourful Carnival (S. America)
C	Stargazers Nature's Nightmares We are warriors Wild Weather Wriggle & Crawl Seasides then and now	Stargazers Nature's Nightmares We are warriors (Staying alive!) Wild Weather Wriggle & Crawl Seasides then and now	Stargazers Nature's Nightmares We are warriors (Staying alive!) Wild Weather Wriggle & Crawl Seasides then and now	Stargazers Nature's Nightmares We are warriors (Romans) Wild Weather Wriggle & Crawl Jurassic Coast	Stargazers Nature's Nightmares We are warriors (Romans) Wild Weather Wriggle & Crawl Jurassic Coast
Phonic & Whole word spelling children should	Listen to and hear the sounds in CVC, CVCC and CCVC words. (LIT) Recall &/identify the taught GPCs (the letters that represent the sounds) (including some digraphs) on a grapheme mat and use this when writing.	Spell words containing each of the 40+ phonemes taught; spell common exception words; spell the days of the week; name the letters of the alphabet in order, use letter names to distinguish between alternative spellings of the same sound. Spell words with simple phoneme/grapheme	Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. Learn 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.	Spell further homophones. Spell words that are often misspelt. (Appendix 1).	Spell further homophones. Spell words that are often misspelt (Appendix 1).

	(LIT) Spell some taught common exception/ high frequency and familiar words. (LIT)	correspondence accurately e.g. cat, dog, red. Make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations.	Learn to spell common exception words. Distinguish between homophones and near-homophones.		
Other word building spelling children should:		Other word building spelling-use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs, use the prefix un– use –ing, –ed, –er and –est where no change is needed in the spelling of root words apply simple spelling rules and guidance from Appendix 1 .	Learning the possessive apostrophe (singular.) Learn to spell more words with contracted forms. Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly. Show awareness of silent letters in spelling e.g. knight, write use –le ending as the most common spelling for this sound at the end of words apply spelling rules and guidelines from Appendix 1 .	Use further prefixes and suffixes and understand how to add them. Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. Use the first 2 or 3 letters of a word to check its spelling in a dictionary.	Use further prefixes and suffixes and understand how to add them. Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. Use the first 2 or 3 letters of a word to check its spelling in a dictionary.
Transcription children should:		Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Write from memory simple sentences dictated by the teacher that includes words using the GPCs, common exception words and punctuation taught so far.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Write from memory simple sentences, dictated by the teacher, that includes words and punctuation taught so far.
Handwriting children should:	Develop their fine motor skills so that they can use a range of tools competently, safely and confidently (PD.) Develop the foundations of a handwriting style which is fast, accurate and efficient (PD)	Sit correctly at a table, holding a pencil comfortably and correctly; begin to form lower-case letters in the correct direction, starting and finishing in the right place; form capital letters; form digits 0-9; understand which letters belong to which handwriting 'families' and to practise these;	Form lower-case letters of the correct size relative to one another; 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; write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters; use spacing between words that	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. Increase the legibility, consistency and quality of their handwriting.	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 increase the legibility, consistency and quality of their handwriting.

	Know how to write the taught letters (LIT)		reflects the size of the letters.		
Contexts for Writing children should:	Child initiated writing (in role, and for purpose,) write narratives about personal experiences and those of others (real and fictional.) Write about real events, write poetry, write for different purposes.	Write narratives about personal experiences and those of others (real and fictional.) Write about real events. Write poetry. Write for different purposes.	Write narratives about personal experiences and those of others, (real and fictional.) Write about real events, write poetry, write for different purposes.	Discuss writing, similar to that which they are planning to write, in order to understand and learn from its structure, vocabulary and grammar.	Discuss writing similar to that which they are planning to write, in order to understand and learn from its structure, vocabulary and grammar.
Planning Writing children should:	Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT) Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). e.g character, settings, object. (C&L) Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses.	Say out loud what they are going to write about; compose a sentence orally before writing it.	Plan or say out loud what they are going to write about.	Discuss and record ideas.	Discuss and record ideas,

<p>Drafting Writing children should:</p>	<p>To think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)</p>	<p>Sequence sentences to form short narratives.</p>	<p>Write down ideas and/or keywords, including new vocabulary. Encapsulate what they want to say, sentence by sentence.</p>	<p>*Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. *Organise paragraphs around a theme *In narratives, create settings, characters and plot. *In non-narrative material, use simple organisational devices (headings & subheadings).</p>	<p>*Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. *Organise paragraphs around a theme *In narratives, create settings, characters and plot. *In non-narrative material, use simple organisational devices (headings & subheadings).</p>
<p>Editing Writing children should:</p>	<p>To check written work by reading and make changes where necessary. (LIT)</p>	<p>Re-read what they have written to check that it makes sense; discuss what they have written with the teacher or other pupils.</p>	<p>Evaluate their writing with the teacher and other pupils. Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Proofread to check for errors in spelling, grammar and punctuation.</p>	<p>*Assess the effectiveness of their own and others' writing and suggest improvements. *Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences *Proof-read for spelling and punctuation errors.</p>	<p>*Assess the effectiveness of their own and others' writing and suggest improvements. *Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. *Proof-read for spelling and punctuation errors.</p>
<p>Performing Writing children should:</p>	<p>Think of, say and write a simple sentence, sometimes using a capital letter and full stop.</p>	<p>Read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>*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.</p>	<p>*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.</p>
<p>Vocabulary children should:</p>	<p>Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate</p>	<p>Leave spaces between words. Join words and joining clauses using 'and'. Use familiar adjectives to add detail e.g. red apple, bad wolf</p>	<p>Use expanded noun phrases to describe and specify, attempt some varied vocab and use some varied sentence openings e.g. time connectives.</p>	<p>*Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because,</p>	<p>*Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because,</p>

	<p>aspect).(C&L) Talk about elements of a topic using newly introduced vocabulary and extending sentences, using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&L)</p>			<p>although. *Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>	<p>although. *Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>
<p>Grammar children should</p>	<p>To make writing exciting using wow words (adjectives). (LIT) To begin to know sentences can be extended using a joining word (conjunction) (LIT)</p>	<p>Use regular plural noun suffixes (-s, -es) Use verb suffixes where root word is unchanged (-ing, -ed, -er). Use the un- prefix to change meaning of adjectives/adverbs, combine words to make sentences, including using and. Sequence sentences to form short narratives. Separate words with spaces. Use sentence demarcation (. ! ?) Use capital letters for names and pronoun 'I') English Appendix 2</p>	<p>Use coordination (using or, and, or but.) Use commas in lists. Use sentences with different forms: statement, question, exclamation, command. Use subordination (using when, if, that, or because.) Use apostrophes for omission & singular possession. Use the present and past tenses correctly and consistently including the progressive form. Use extended simple sentences e.g. including adverbs and adjectives to add interest. Use some features of written Standard English. Learn how to use selected grammar for Year 2. Use and understand grammatical terminology when discussing writing. English Appendix 2</p>	<p>Use the present perfect form (the alien has won the contest) of verbs in contrast to the past tense (the alien won the contest). Form nouns using prefixes use the correct form of 'a' or 'an'. Use word families based on common words (solve, solution, dissolve, insoluble). Use fronted adverbials use conjunctions, adverbs and prepositions to express time and cause. Learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Use the present perfect form of verbs in contrast to the past tense. Form nouns using prefixes. Use the correct form of 'a' or 'an'. Use word families based on common words (solve, solution, dissolve, insoluble). Use a wide range of fronted adverbials correctly punctuated. Use a wide range of conjunctions, adverbs and prepositions to express time and cause. Learn, use and understand the grammatical terminology in English Appendix 2</p>

					accurately and appropriately when discussing their writing and reading.
Punctuation children should:	Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)	Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.	Develop understanding by learning how to use familiar and new punctuation correctly: Full stops and capital letters and question marks. Use sentence demarcation CL . ? Exclamation marks and commas in a list. Use apostrophes for contracted form and for possession	Use commas after fronted adverbials to indicate possession by using the possessive apostrophe with singular and plural nouns. Use and punctuate direct speech (including punctuation within and surrounding inverted commas).	Use commas after fronted adverbials. Indicate possession by using the possessive apostrophe with singular and plural nouns. Use and punctuate direct speech (including punctuation within and surrounding inverted commas).
Grammatical Terminology children should:	Letter, capital letter Word, sentence full stop	Letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark	Noun noun phrase statement Question Exclamation Command Compound suffix Adjective Verb adverb tense (past, present) apostrophe comma	preposition conjunction word family prefix clause subordinate clause direct speech Consonant consonant letter Vowel vowel letter inverted commas (or 'speech marks')	determiner pronoun possessive pronoun adverbial