

# Writing Progression Ladder

## Pitmaston Primary School



This document gives a clear overview of the progression of substantive and disciplinary knowledge that our pupils are taught in English, throughout their primary education at Pitmaston Primary School.

Our curriculum is designed so that key, fundamental knowledge is often revisited, allowing deliberate opportunities for retrieval practice, therefore embedding key learning.

Vocabulary is built upon each year, whilst still allowing prior language to be referred to across the key stages.

## Nursery

- Understand the five key concepts about print: - print has meaning
  - print can have different purposes
  - we read English text from left to right and from top to bottom
  - the names of the different parts of a book
  - print has meaning
  - page sequencing
- Develop their phonological awareness, so that they can: -
  - spot and suggest rhymes
  - count or clap syllables in a word
  - recognise words with the same initial sound, such as money and mother
- Engage in extended conversations about stories, learning new vocabulary
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name.
- Write some letters accurately

### Phonics – Read Write Inc:

Focus on handwriting grip – tripod grip (pinch and flip)

Focus on correct writing position (height of chair and table/body position)

Left-handed children sit to the left of a right-handed child

Child led writing readiness

Handwriting focus of single letter Set 1 sounds

Keyworkers guide and model writing in the environment

Continuous provision provides opportunities for writing through for example, Write Dance, register name writing, chalk, paint brushing, sand.

## Reception

- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic programme.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense.

### **Phonics – Read Write Inc:**

Daily phonics sessions include 'green word' writing for Word time, Set 1 and Set 2

Segment (Fred Fingers) green words for spelling orally and then written

Continuous provision provides opportunities for writing.

Get Writing programme exposes pupils to writing phonetically through 'hold a sentence', 'build a sentence', 'complete a sentence'

Handwriting practise within red Get Writing books.

**Year 1 Writing Progression**

*'Pupils will be developing the physical skill needed for handwriting, and learning how to organise their ideas in writing. They should build on work from the early years foundation stage, making sure that they can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt.'*

Planning, Evaluating and Editing	Text Construction	Punctuation Conjunctions	Spellings (Transcription)	Vocabulary and terminology	Handwriting
<b>Planning (Composition)</b>	<b>Sentence Level</b>	Use some capital letters and full stops, question marks or exclamation marks in work correctly.  Add together two sentences using the conjunction 'and', but , or  Use some question marks in work correctly.  using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Know some sounds can be spelled in different ways using different letters. <b>Set 2 and Set 3.</b>  Spell most of the phonic word list accurately. <b>Set 2 and Set 3.</b>  Spell many common exception words (Year 1 list).  Spell the days of the week	letter, capital letter word, singular, plural punctuation, full stop, question mark, exclamation mark phoneme grapheme tri-graph digraph blend fluency	Form lower-case letters in the correct direction, starting and finishing in the right place. Sit and hold a pencil correctly. Leave spaces between words. Form most capital letters  Form most lower-case letters of the correct size relative to one another in some writing Begin to use the diagonals and horizontal strokes needed to join letters in some writing understand which letters belong to which handwriting 'families'
Using <b>Set 2 and 3 sounds</b> write sentences by:  Saying out loud what they are going to write about  Compose a sentence orally before writing it sequencing sentences to form short narratives.  Discuss what has been written with the teacher or other pupils	Using <b>Set 2 and 3 sounds:</b>  Write a narrative about own and others' experiences (real and fictional), after discussion with the teacher.  Know that words can be put together to build sentences.  Write sentences by saying out loud what they are going to write.  Know the names of all the letters of the alphabet in order.				
<b>Evaluating</b>	<b>Text Level</b>				
Discuss what has been written with the teacher or peers.  Re-read what has been written to check that it makes sense	Discuss the sequence of events in books and how items of information are related Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Discuss favourite words and phrases Sequence sentences to form short narratives				
<b>Editing</b>					
Check sentences make sense by re-reading them.			Make words mean more than one object by adding -s or -es. For example, dog and dogs or wish and wishes, and spell them correctly		
<b>Spoken Language</b>					
sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills develop the skill of blending sounds into words for reading and establish the habit of applying this skill when encountering new words. Read aloud their writing so peers and the teacher can hear.					

\* Phonics RWI

**Year 2 Writing Progression**

*In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down.*

Planning, Evaluating and Editing	Text Construction	Punctuation Conjunctions	Spellings (Transcription)	Vocabulary and terminology	Handwriting
<b>Planning (Composition)</b>	<b>Sentence Level</b>	Use question marks correctly when required	Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonetically plausible attempts at others	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
Plan or say out loud what they are going to write about  Write down ideas / key words, including new vocabulary.	Write simple, coherent narratives about personal experiences and those of others (real or fictional). Write about real events, recording these simply and clearly Demarcate most sentences with: capital letters and full stops Shape and write simple poetry Write with increasing accuracy for for different purposes Use expanded noun phrases to describe and specify. Write from memory simple sentences dictated by the teacher that include words using the GPC's, common exception words and punctuation taught so far.	Using co-ordination (or / but / and) to join clauses  Using some subordination (when/if/that/because) to join clauses	Spelling many common exception words		Using spacing between words that reflect the size of the letters
<b>Evaluating</b>		Learning the possessive apostrophe (singular) for example <i>'the girl's book.'</i>	Learning to spell some more words with contracted forms		Using the diagonal and horizontal strokes needed to join some letters
Evaluate writing with the teacher and 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 (for example, ends of sentences punctuated correctly)	Develop positive attitude and stamina for writing by writing and performing poetry. Learn how to use sentences with different forms: statement, question, exclamation and command. Learn how to use exclamation marks, commas for lists and contracted forms. (can't) Write effectively and coherently for different purposes, drawing on reading to inform the vocabulary and grammar within writing		Adding suffixes to spell some words correctly within their writing. E.g. -ment, -ness, -full, -ly, -less		
<b>Editing</b>	<b>Text Level</b>		Distinguishing between homophones and near homophones e.g. where / were.		
Re-read their work to check that it makes sense and check for spelling, grammar and punctuation errors. Make simple additions, revisions and proof reading corrections to their own writing	Using present and past tense mostly correctly and consistently Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]				
<b>Spoken Language</b>					
Read aloud what they have written with appropriate intonation to make the meaning clear.					

**Year 3 Writing Progression**

***'write down their ideas with a reasonable degree of accuracy and with good sentence punctuation.'***

Planning, Evaluating and Editing	Text Construction	Punctuation Conjunctions	Spellings (Transcription)	Vocabulary and terminology	Handwriting
<b>Planning (Composition)</b>	<b>Sentence Level</b>	Begin to use inverted commas to punctuate direct speech.  Extend sentences using a range of conjunctions (when/if/because/although)  Know how to use the possessive apostrophe accurately in words (e.g. girls' boys')  Make some correct use of commas around clauses  Use commas after fronted adverbials	Use some prefixes and suffixes with understanding.  Spell an increasing number of homophones.  Spell some words from the common exception list. (year 3/4)  Understand word families and how they are related e.g. solve, solution, solver.  Use the first two or three letters of a word to check its meaning when using a dictionary.	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, inverted commas (or 'speech marks')	Know which letters are appropriate to join and use the correct diagonal and horizontal strokes  Most handwriting is legible and joined with all letters the same height and the correct distance apart from each other.
Draft work into simple paragraphs Organise writing by using headings and sub-headings (non-narrative texts) Organise writing using different simple settings, characters and plot.	Use a variety of sentences in writing e.g. statements, exclamations, questions and commands. Begin to use fronted adverbials.				
Plan writing by looking at similar texts that have written before - discussing the structure and vocabulary.	Know when to use 'a' or 'an' depending on what the next word begins with.				
Discuss and use ideas to plan writing.	Use the present perfect tense (have/has) correctly in writing.				
	Use adverbs and prepositions in writing.				
	Write simple sentences from memory that have been dictated, using the correct punctuation.				
<b>Evaluating</b>	Know and explain the following: adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, inverted comma.				
<b>Editing</b>	<b>Text Level</b>				
Finish a piece of work, reading through to correct spelling and punctuation errors if present.	Discuss words and phrases that capture the reader's interest and imagination				

**Spoken Language**

Read writing aloud to an audience in an interesting and clear manner e.g. clear intonation and control of tone and volume.  
 Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

**Year 4 Writing Progression**

*'Develop as writers enhancing the effectiveness of their writing as well as increasing their competence. Pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas.'*

Planning, Evaluating and Editing	Text Construction	Punctuation and Grammar	Spellings (Transcription)	Vocabulary and terminology	Handwriting
<b>Planning (Composition)</b>	<b>Sentence Level</b>	Use mostly correctly, the following: Determiner (the , a, an, this, some) Pronoun (he, she, I , you, they) Possessive pronoun (mine, his, hers, theirs) Adverbial phrases e.g. later that day... bravely... down in the...  Use fronted adverbials in writing including the accurate use of commas (Later that day, After the sun went down,).  Make some correct use of commas to structure sentences and to indicate clauses.  Know and use the possessive apostrophe accurately in words with regular and irregular plurals  Use inverted commas accurately in writing Understand and use accurately apostrophes to show possession (The girl's name, the boys' boots).	Use a range of prefixes and suffixes (Read Write Inc units will support the teaching of this).  Spell most words correctly (Year 3 /4 spelling list).  Spell words that are often misspelt including homophones  Use the first two or three letters of a word to check its meaning in a dictionary.	determiner pronoun, possessive pronoun adverbial	Handwriting is legible, consistent and joined with all letters the same height and correct distance apart.
Organise my writing by using headings and subheadings Plan writing using similar texts, discussing the structure and vocabulary. Discuss, record then use their ideas to plan the content of their writing.	Create interesting narratives using different settings, characters and plot.				
	Ensure they use the consistent and correct use of tense throughout a piece of writing.				
	Use nouns and pronouns appropriately to avoid repetition.				
	Use a variety of subordinating and co-ordinating conjunctions accurately to link sentences and paragraphs				
	Write simple sentences from memory that have been dictated to me using the correct punctuation (Read Write Inc – dictation exercise).				
<b>Evaluating</b>					
Assess others' work adding improvements where appropriate. Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences					
<b>Editing</b>	<b>Text Level</b>				
Proof-read work to correct spelling and punctuation mistakes. Edit written work to improve the use of grammar and vocabulary including accurate use of pronouns	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition				
	Use appropriate, challenging and adventurous vocabulary across a range of genres				
<b>Spoken Language</b>					
Read out their writing to an audience in an interesting and clear manner (Spoken language posters). Compose and rehearse sentences orally using an increasing range of sentence structures and richer vocabulary within their writing. Understand that they do not always write down how they speak to people (Grammatically accurate using standard English e.g. <i>'we were going NOT we was going'</i> ).					

**Year 5 Writing Progression**

*'During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension'*

Planning, Evaluating and Editing	Text Construction	Punctuation and Grammar	Spellings (Transcription)	Vocab / terminology	Handwriting
<b>Planning</b>	<b>Sentence Level</b>	<p>Understand and make some correct use of brackets, dashes or commas to indicate parenthesis</p> <p>Use and understand modal verbs (such as can/could, may/might, must, will/would,) to explain how something might be possible.</p> <p>Make some correct use of commas to structure sentences and clarify the meaning of a text</p> <p>Use correctly in most writing the following: Relative pronoun (e.g. who, which, where, when and whose).</p> <p>Cohesive devices (conjunctions, adverbials, pronouns and synonyms).</p> <p>Understand and can use, mostly accurately: Hyphen. Inverted commas, colon.</p> <p>Convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify].</p>	<p>Spell some words correctly (5/6).</p> <p>Spell some words that include silent letters, such as knight, psalm and solemn.</p> <p>Use a dictionary to check how words are spelled and what words mean.</p>	<p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>	<p>handwriting is legible and pupils decide whether or not to join specific letters</p>
<p>Use some headings, bullet points and underlining to structure and guide a reader through my writing</p> <p>Plan the structure of my writing by identifying the audience for my text and the purpose of the writing</p> <p>Plan my writing by making notes and then developing my initial ideas by reading and researching other texts and thoughts.</p> <p>Plan my writing by considering how other authors have developed characters and settings.</p>	<p>Use the consistent and correct use of tense throughout a piece of writing, using different verb forms mostly accurately.</p> <p>Ensure the correct subject and verb agreement when using singular and plural (e.g 'we were' instead of 'we was').</p> <p>Describe and develop settings, characters and the narrative atmosphere, including the use of dialogue.</p> <p>Precis a longer passage to create a short text with the same meaning.</p>				
<b>Evaluating</b>					
<p>Evaluate and edit my work by comparing my texts with the work of others' and explore whether my writing is the high quality I expect.</p>					
<b>Editing</b>	<b>Text Level</b>				
<p>Proof read for spelling and punctuation errors</p> <p>Assess the effectiveness of their own writing and others, proof reading for spelling and punctuation errors.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning.</p> <p>Use a thesaurus to improve vocabulary use, using a wider set of different words in their text.</p>	<p>Select the appropriate form and formality of writing, and use similar examples to help shape their work</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Link ideas across paragraphs using adverbials of time, place and number tense choices</p> <p>Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly</p>				
<b>Spoken Language</b>					
<p>Perform my work, such as reading aloud, ensuring it is fluent and uses appropriate intonation and that the meaning is clear.</p> <p>Read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace</p>					



**Year 6 Writing Progression**

*'By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar'*

Planning, Evaluating and Editing	Text Construction	Punctuation and Grammar	Spellings (Transcription)	Vocab / terminology	Handwriting
<b>Planning</b>	<b>Sentence Level</b>	Use of the semi-colon, colon and dash to mark the boundary between independent clauses  Use of the colon to introduce a list and use of semi-colons within lists  Punctuation of bullet points to list information  How hyphens can be used to avoid ambiguity  Use passive verbs to affect the presentation of information in a sentence. (The dog was being walked by his owner.)  Use the perfect form of verb to mark relationships of time and cause. (He has slept all day.)	Spell most words correctly *from the year 5 and 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.  Use knowledge of morphology and etymology in spelling and understanding that the spelling of some words needs to be learnt specifically.	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points	Maintain legibility in joined handwriting when writing at speed.
Plan carefully and write effectively for a range of purposes and audiences, selecting the language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).	In narratives describe settings, characters and atmosphere  In narratives, integrate dialogue to convey character and advance the action  Select vocabulary and grammatical structures that reflect what the writing requires doing this mostly appropriately (e.g. using contracted forms in dialogues in narratives; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility  Use verb tenses consistently and correctly throughout their writing				
<b>Evaluating</b>	Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.  Precise a longer passage to create a short text with the same meaning.				
<b>Editing</b>	<b>Text Level</b>	Use the range of punctuation taught at KS2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).	Understand verb prefixes e.g. dis- de- mis- over- and re-.  Convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify].		
Assess the effectiveness of their own writing and others, proof reading for spelling and punctuation errors.	Link ideas across paragraphs using a wider range of cohesive devices: (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.  Use appropriately a range of layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]				
	Distinguish between the language of speech and writing and choose the appropriate register				
<b>Spoken Language</b>					
Perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear.					

