



Bournmoor Primary School Progression of Skills Writing

	Transcription	Composition
N	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Shows a preference for a dominant hand.</p> <p>Write some letters accurately.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>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.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>
R	<p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Begin to show accuracy and care when drawing.</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>Re-read what they have written to check it makes sense.</p>

<p>Y 1</p>	<p>Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>Using the prefix un–</p> <p>using –ing, –ed,–er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest].</p> <p>Apply simple spelling rules and guidance- (See spelling progression).</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Write sentences by:</p> <ul style="list-style-type: none"> - Saying out loud what they are going to write about - Composing a sentence orally before writing it - Sequencing sentences to form short narratives - Re-reading what they have written to check that it makes sense <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>
<p>Y 2</p>	<p>Learn to spell more words with contracted forms.</p> <p>Learn the possessive apostrophe (singular) [for example, the girl’s book]</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, – less, –ly</p> <p>Apply spelling rules and guidance, as listed in the National.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> - Writing narratives about personal experiences and those of others (real and fictional) - Writing about real events - Writing poetry - Writing for different purposes <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> - Planning or saying out loud what they are going to write about - Writing down ideas and/or key words, including new vocabulary - Encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p>

		<ul style="list-style-type: none"> - Evaluating their writing with the teacher and other pupils - Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>
<p>Y 3</p>	<p>Use further prefixes and suffixes and understand how to add them.</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - Discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - Organising paragraphs around a theme - In narratives, creating settings, characters and plot - In non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - Assessing the effectiveness of their own and others' writing and suggesting improvements - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

		<ul style="list-style-type: none"> - Proof-read for spelling and punctuation errors <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>
<p>Y 4</p>	<p>Use further prefixes and suffixes and understand how to add them.</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"> - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - Discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - Organising paragraphs around a theme - In narratives, creating settings, characters and plot - In non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - Assessing the effectiveness of their own and others' writing and suggesting improvements - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - Proof-read for spelling and punctuation errors <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>

<p>Y 5</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Use a thesaurus</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> - Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> - Noting and developing initial ideas, drawing on reading and research where necessary. - Use a wide range of devices to build cohesion within and across paragraphs - Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - Précising longer passages - Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - Assessing the effectiveness of their own and others' writing - Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - Ensuring the consistent and correct use of tense throughout a piece of writing - Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - Proof-read for spelling and punctuation errors
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		Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Y 6	<p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Use a thesaurus</p>	<p>Plan writing by:</p> <ul style="list-style-type: none"> - Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> - Noting and developing initial ideas, drawing on reading and research where necessary. - Use a wide range of devices to build cohesion within and across paragraphs - Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action - Précising longer passages - Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> - Assessing the effectiveness of their own and others' writing - Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - Ensuring the consistent and correct use of tense throughout a piece of writing - Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

		<ul style="list-style-type: none">- Proof-read for spelling and punctuation errors
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Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear