

## Wedmore Writing Progression in Skills

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	Year 1	Year 2	Year 3	Year 4
<b>Phonic and whole word spelling</b>	<ul style="list-style-type: none"> <li>Words containing each of the 40+ phonemes taught</li> <li>Year 1 common exception words</li> <li>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> </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 one or more spellings are already known, and learn some with each spelling, including a few common homophones</li> <li>Year 2 common exceptions words</li> <li>Distinguishing between homophones and near-homophones</li> </ul>	<ul style="list-style-type: none"> <li>Spelling further homophones</li> <li>Year 3 Common Exception words</li> <li>Spells words which are often misspelt (Appendix 1)</li> </ul>	<ul style="list-style-type: none"> <li>Spelling further homophones</li> <li>Year 4 Common Exception words</li> <li>Spells words which are often misspelt (Appendix 1)</li> </ul>
<b>Other word building spelling</b>	<ul style="list-style-type: none"> <li>Using the spelling rule for adding -s or -es as the plural for nouns and their third person singular marker for verbs</li> <li>Using -ing, -ed, -er and -est where no change is needed in the spelling of the root words</li> <li>Apply simple spelling rules and guidance from Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>Learning the possessive apostrophe (singular)</li> <li>Learning to spell more words with contracted forms</li> <li>Add suffixes to spelling longer words, including -ment, -ness, -ful, -less, -ly</li> <li>Apply spelling rules and guidelines from Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them</li> <li>Place the possessive apostrophe accurately in words with regular irregular plurals</li> <li>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them</li> <li>Place the possessive apostrophe accurately in words with regular irregular plurals</li> <li>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> </ul>
<b>Transcription</b>	<ul style="list-style-type: none"> <li>Write from memory simple sentences dictated by the teacher that include words using in GPC's and common exception words taught so far</li> </ul>	<ul style="list-style-type: none"> <li>Write from memory simple sentences dictated by the teacher that include words using the GPC's, common exception words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>

<b>Handwriting</b>	<ul style="list-style-type: none"> <li>Sit correctly at a table, holding a pencil comfortably and correct pencil grip</li> <li>Begin to form lower-case letters in the correct direction starting and finishing in the right place</li> <li>Form capital letters</li> <li>Form digits 0 to 9</li> <li>Understand which letters belong to which handwriting family and practice these</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 reflect 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>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>
<b>Contexts for Writing</b>	<ul style="list-style-type: none"> <li>Writing fiction and real recounts</li> <li>Writing fiction narratives</li> <li>Labels</li> <li>Cross curricular writing</li> </ul>	<ul style="list-style-type: none"> <li>Writing narratives about personal experiences and those of others (real and fiction)</li> <li>Writing about real events</li> <li>Writing poetry</li> <li>Writing for different purposes</li> <li>Cross curricular writing</li> </ul>	<ul style="list-style-type: none"> <li>Range contexts as listed in Year 2</li> <li>Discussing writing similar to that which they are planning to write in order to understand learn from its structure, vocabulary and grammar</li> <li>Writing for different purposes</li> <li>Cross curricular writing</li> </ul>	<ul style="list-style-type: none"> <li>Contexts as for Year 2</li> <li>Discussing writing similar to that which they are planning to write in order to understand learn from its structure, vocabulary and grammar</li> <li>Writing for different purposes</li> <li>Cross curricular writing</li> </ul>
<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 using the Talk 4 Writing process</li> </ul>	<ul style="list-style-type: none"> <li>Planning or saying out loud what they are going to write about using the Talk 4 Writing process</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> <li>Using the Talk 4 Writing process</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> <li>Using the Talk 4 Writing process</li> </ul>
Pie Corbett Talk 4 Writing process: Model Text read and learn orally using actions, to develop linguistic competency. Pupils actively, hear it, say it, play it, dramatise it,				

	draw it which leads into writing. Cold Write (teachers determine next steps); S and L activities; Imitate Write (from the quality text used) Planning using e.g. Story maps, boxing up, planning grids followed by Innovate and Invent writes.			
<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>Organising paragraphs around a theme</li> <li>In narratives, creating settings, characters and plot</li> <li>In non-narrative material, using simple organizational 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 organizational devices (headings &amp; subheadings)</li> </ul>
<b>Editing Writing</b>	Discuss what they have written with the teacher or other pupils	<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>Proofreading to check for errors in spelling, grammar and punctuation</li> </ul>	<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>	<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>
<b>Performing Writing</b>	Reading their writing aloud clearly enough to be heard by their peers and the teacher	<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 appropriate intonation and controlling the tone and the 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 the volume so that the meaning is clear</li> </ul>
<b>Vocabulary</b>	Leaving spaces between words Joining words and joining clauses using 'and'	<ul style="list-style-type: none"> <li>Expanded noun phrases to describe and specify</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 propounds appropriately for clarity and cohesion and to avoid repetition</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 propounds appropriately for clarity and cohesion and to avoid repetition</li> </ul>

			<ul style="list-style-type: none"> <li>Using conjunctions, adverbs and prepositions to express time and the cause( and place)</li> </ul>	<ul style="list-style-type: none"> <li>Using conjunctions, adverbs and prepositions to express time and the cause( and place)</li> </ul>
<b>Grammar (edited from Appendix 2)</b>	<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/adverbs</li> <li>To combine words to make sentences, including using 'and'</li> <li>Sequencing sentences to form short narratives</li> <li>Separation of words with spaces</li> <li>Sentence demarcation (. ! ?)</li> <li>Capital letters for names and pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>Sentences with different forms: statement, question, exclamation and command</li> <li>Including the progressive form</li> <li>Subordination (using when, if, that or because) and co-ordination (using or, and, but)</li> <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 and singular possession</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, solutions, dissolve, insoluble)</li> </ul>	<ul style="list-style-type: none"> <li>Using frontal adverbials</li> <li>Difference between plurals and possessive 's'</li> <li>Standard English verb inflections (e.g. 'I did' versus 'I done')</li> <li>Extended noun phrases including with prepositions</li> <li>Appropriate choice of pronoun or noun to create cohesion</li> </ul>
<b>Punctuation (edited from Appendix 2)</b>	<p>Beginning to punctuate sentences using a capital, full stop, question or exclamation mark</p> <p>Using a capital letter for names of people , places , the days of the week and personal pronoun 'I'</p>	<ul style="list-style-type: none"> <li>Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation or question marks, commas for lists and apostrophes for both contracted forms and singular possession</li> </ul>	<ul style="list-style-type: none"> <li>Using and punctuating direct speech i.e. inverted commas</li> </ul>	<ul style="list-style-type: none"> <li>Using commas after frontal adverbials</li> <li>Indicating possession by using the possessive apostrophe with singular and plural nouns</li> <li>Using and punctuation direct speech (including punctuation within and surrounding inverted commas)</li> </ul>
<b>Grammar I Terminolog</b>	Letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	Noun, noun phrases, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma	Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas/speech marks	(continued from Year 3) Determiner, pronoun, possessive pronoun, adverbial