

Writing skills progression: Newlands Junior School

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting						
Letter formation, placement and positioning	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>Form digits 0-9.</p> <p>Understand handwriting families and practise these.</p>	<p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Form lower case letters of the correct size, relative to one another.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Use a neat, joined handwriting style with increasing accuracy and speed.</p>	<p>Increase the legibility, consistency and quality of handwriting (by ensuring that downstrokes of letters are parallel and equidistant; that writing is spaced sufficiently)</p>	<p>Increase the speed of handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>Be clear about what standard of handwriting is appropriate for a particular task (quick notes as opposed to final version).</p>	<p>Write fluently, legibly and with increasing speed.</p>
Joining letters		<p>Begin to use the diagonal and horizontal strokes needed to join letters.</p>	<p>Continue to use the diagonal and horizontal strokes needed to join letters.</p> <p>Understand which letters are best left un-joined.</p>	<p>Confidently use diagonal and horizontal joining strokes throughout independent writing to increase fluency.</p>	<p>Confidently use diagonal and horizontal joining strokes throughout independent writing in a legible, fluent and speedy way.</p>	<p>Recognise when to use an un-joined style (labelling diagrams, email addresses) and capital letters (filling in forms).</p>

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Composition (Please see Newlands Genre Features for further detail)						
Planning, writing and editing	Say out loud what is going to be written.	Encapsulate what they want to say, sentence by sentence.	Compose and rehearse sentences orally.	Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.	Plan writing by identifying the audience for and the purpose of the writing, selecting the appropriate form and using other similar writing as models.	Note-down and develop initial ideas, drawing on reading and research where necessary.
	Compose sentences orally before writing.		Begin to use ideas from own reading and modelled examples to plan writing.			
	Sequence sentences to form short narratives.	Write narratives about personal experiences and those of others.				Use further organisational and presentational devices to structure texts and to guide the reader.
	Discuss what has been written with the teacher.	Write simple poetry.	Begin to organise writing into paragraphs around a theme.	Consistently organise writing into paragraphs around a theme to add cohesion and to aid the reader.	Consider how authors develop characters and settings in what has been read, listened to or performed.	Use a wide range of devices to build cohesion within and across paragraphs.
	Re-read writing to check that it makes sense and to independently begin to make changes.	Plan what will be written, including writing down ideas/ key words and new vocabular.	Proofread to check for errors (with increasing accuracy) and to make improvements.	Proofread consistently and amend writing, correcting errors in grammar, punctuation and spelling.	Consistently link ideas across paragraphs.	Habitually proofread for spelling and punctuation errors.
	Read writing aloud, clearly enough to be heard.	Make simple additions, revisions and corrections by evaluating writing with the teacher and other pupils.			Proofread work to précis longer passages; to assess the effectiveness of writing, making corrections and improvements.	Propose changes to vocab, grammar and punctuation to enhance effects and clarify meaning.
		Re-read to check for sense and correct tense.				Use knowledge of synonyms and antonyms to make improvements to writing.

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Composition (continued) (Please see Newlands Genre Features for further detail)						
Awareness of audience, purpose and structure	Use a number of simple features of different text types and make relevant choices about subject matter and appropriate vocabulary choices.	Write for different purposes, with an awareness of an increased amount of fiction and non-fiction structures.	Demonstrate an increasing understanding of purpose and audience by discussing writing similar to what is being planned in order to understand and learn from its structure, vocabulary and grammar.	Write a range of narrative and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).	Consistently produce sustained and accurate writing from different genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.	Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing.
	Start to engage readers by using adjectives to describe.	Use new vocabulary from reading, discussions and from wider experiences.	Begin to use the structure of a wider range of text types including the use of simple layout devices in non-fiction.	Write a range of narratives that are well-structured and well-paced.	Describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.	Distinguish between the language of speech and writing to choose appropriate levels of formality.
		Read aloud what has been written with appropriate intonation to make the meaning clear.	Make deliberate ambitious word choices to add detail.	Create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.	Regularly use dialogue to convey a character and to advance the action.	Select vocabulary and grammatical structures that reflect what the writing requires.
			Begin to create settings, character and plot in narratives.	Begin to read aloud own writing, using appropriate intonation and control the tone and volume so that the meaning is clear.	Confidently read own compositions using appropriate intonation and volume so that meaning is clear.	