

Writing Progression Small Steps at Godolphin

This progression scale it is not designed for use as assessment, it is to help staff understand the next steps in supporting progress in writing.

Although set out in a successive sequence, it is not a set of targets to reach in order to move on and writers may be at different points in different aspects.

As the NC for England makes clear, spoken language underpins the development of reading and writing. Writing cannot sit in isolation from speaking, listening and reading and the steps that have been used highlight these intrinsic links throughout.

Progression Level/ Aspect	Firm Foundation	First step	Second step	Third step	Fourth step	Fifth step	Onward steps...
Writing attitudes and behaviours	<p>Will happily experiment with mark making and begin to ascribe meaning to this.</p> <p>Oral composition will exceed transcriptional abilities.</p>	<p>Will start to show interest in writing for a range of purposes that are important to them, e.g., writing a note or card or writing during a role play.</p> <p>Willing to have a go at writing independently.</p> <p>Can compose simple and compound sentences out loud when speaking.</p>	<p>Will willingly write simple sentences without the need for support from an adult.</p> <p>Values being able to read own writing back consistently, checking for sense and meaning.</p>	<p>Gaining confidence as a writer and able to write at greater length in a few familiar forms.</p> <p>Continues to speak ideas aloud prior to composition (e.g., in partner, group talk or drama activities) in order to rehearse the structure and practise the tone.</p> <p>Can use planning aids effectively (e.g., story maps, boxing up, notes) to help structure a variety of text types and genres.</p>	<p>A proficient writer, who chooses to write over longer periods.</p> <p>Can write for a wider range of purposes, using imaginative language that is selected carefully with a reader in mind.</p> <p>The writer is enthusiastic about and inspired by a range of reading.</p>	<p>A capable writer, who enjoys the challenge of writing in different genres.</p> <p>The writer has developed their own style and personal voice as an author.</p> <p>It is clear to see the influence that reading widely and often has on the writer's craft.</p>	<p>A writer who chooses to and enjoys writing and understands how the process of writing can be used to refine their own ideas.</p> <p>Can write in a clear, personal style, at length and across a wide range of forms and genres without any need for explanation first.</p>

Handwriting NC: Writing depends on fluent, legible, and eventually, speedy handwriting	<p>The writer handles equipment, tools and pencils effectively for writing.</p> <p>Writes in print.</p>	<p>Letters are a more consistent size, starting and finishing in the correct direction.</p> <p>Can understand and practise the handwriting families.</p> <p>Forms capital letters and digits 0-9.</p>	<p>Handwriting is composed with a consistent size and formation.</p> <p>Starting to use the correct strokes to join letters.</p> <p>The spacing between words reflects the size of the letters.</p>	<p>Understands which letters join and which are best left unjoined.</p>	<p>Handwriting skills have become, legible, consistent, and automatic.</p>	<p>Have developed their own style of legible handwriting, choosing which shape of letter to use appropriately.</p> <p>Able to write quickly.</p> <p>Knows which writing implement is best suited for a task.</p>	<p>Understands what standard of handwriting is appropriate for a particular task, e.g. quick notes compared to a final piece.</p> <p>Consistent, legible handwriting and style that remains consistent across different pieces and when writing at speed.</p>
Spelling NC: Writing down ideas fluently depends on effective transcription: spelling quickly, and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words	<p>The writer will rely mainly on phonetic strategies and memorised words.</p>	<p>Begins to apply a few early rules and strategies for spelling.</p> <p>Spells some common exception words.</p> <p>Can write simple sentences that are dictated by an adult.</p>	<p>Can represent sounds phonetically and an increasing number of common exception words.</p> <p>Unfamiliar words are spelt in a phonetically plausible way.</p> <p>Familiar words are accurate and attempts at unfamiliar spellings show a growing range of strategies being used.</p>	<p>Spelling is becoming more accurate with a wider range of common exception words, prefixes, suffixes and homophones correctly spelt.</p> <p>Can draw on a wider range of spelling strategies, e.g. common letter strings and visual patterns as well as phonetic patterns.</p>	<p>Increasing attention to the visual patterns in spelling, which are generally accurate.</p> <p>Begins to recognise and correctly spell commonly misspelt words.</p> <p>Can accurately use a dictionary to check spellings.</p>	<p>Can draw on a range of effective strategies for spelling. They will apply more infrequent representations of common sounds, e.g. the /k/ in antique.</p> <p>Correct use of more complex prefixes and suffixes, e.g. /tion/, silent letters and homophones.</p>	<p>Can use what they know about how spelling works in English in order to spell unfamiliar words.</p> <p>Achieves accuracy in spelling.</p>