



Writers at Beaconside Primary and Nursery School (Progression Plan)

A Reception Writer	A Year 1 Writer	A Year 2 Writer
<p>Reception writers demonstrate foundational writing skills essential for early literacy development. They are capable of writing recognisable letters, with most letters being correctly formed. The writer employs phonetic awareness to spell words by identifying the sounds within them, representing these sounds with appropriate letters. Furthermore, the Reception writer is able to compose simple phrases and sentences that can be easily read by others, showcasing an emerging understanding of sentence structure and coherence. These skills reflect significant progress in the writer's journey towards proficient literacy.</p>	<p>Year 1 writers demonstrate the ability to generate original ideas for writing, showcasing a developing understanding of word order to create logical statements. They can independently produce a paragraph or more of elaborated ideas, beginning to exhibit awareness of full stops within their work. Typically, they employ capital letters, full stops, question marks, or exclamation marks to punctuate sentences accurately. Most letters are formed clearly, although some irregularities in size and shape may occur. The writer effectively leaves spaces between words and is capable of composing simple texts, including lists, stories, reports, and recounts. They utilise appropriate vocabulary and can connect two simple sentences using any connective. Furthermore, they are proficient in writing simple regular words, with many spelled correctly, and can accurately spell most common words, including Year 1 high-frequency words as outlined in the National Curriculum.</p>	<p>Year 2 writers demonstrate the ability to communicate ideas and meaning confidently through a series of sentences that are predominantly accurate. They structure basic sentences correctly, employing capital letters and full stops throughout longer pieces. There is a proficient use of past and present tenses, alongside consistent application of basic sentence punctuation. They provide sufficient detail to engage the reader, utilising adjectives and descriptive phrases for emphasis. Handwriting is accurate and consistent, with evidence of joined letters. Additionally, the writer employs connectives beyond 'and' to link simple sentences, spells most common words correctly, and applies phonetically plausible strategies for unfamiliar polysyllabic words.</p>



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A Year 3 Writer	A Year 4 Writer	A Year 5 Writer	A Year 6 Writer
<p>Year 3 writers demonstrate a developing proficiency in written communication, characterised by a command of grammatical structures within sentences. They can usually employ full stops, capital letters, question marks, exclamation marks, commas, and apostrophes with a reasonable degree of accuracy. Their work is often organised, imaginative, and clear, showcasing an ability to utilise interesting and ambitious word choices.</p> <p>They are proficient in structuring their work coherently and primarily apply cursive script accurately and neatly, although writing speed may vary. They effectively incorporate adjectives and adverbs to enhance descriptions and are beginning to develop characters while describing settings, feelings, and emotions. The writer is also starting to utilise paragraphs and is capable of extending sentences with a wider array of connectives, clarifying relationships between points and ideas. Furthermore, they can spell phonetically regular and familiar common polysyllabic words accurately, alongside mastering most Year 3 High Frequency Words and those outlined in the National Curriculum.</p>	<p>Year 4 writers demonstrate a solid command of language and structure, successfully employing a variety of grammatically complex constructions. They can use nouns, pronouns, and tenses with accuracy and consistency, reflecting a developing proficiency in language mechanics. Punctuation is handled with increasing skill, as evidenced by their ability to use full stops, question marks, commas, apostrophes, and inverted commas, usually accurately. Their writing is characterised by a lively and coherent style, showcasing an ability to engage the reader effectively. Beyond basic narrative and recount styles, they confidently explore diverse forms such as persuasive writing and poetry. There is also a creative flair in idea development. The use of ambitious vocabulary is evident, though not always consistent. Furthermore, they demonstrate an understanding of paragraphing, attempting to organise ideas coherently. Their handwriting predominantly maintains a neat, cursive style. Their spelling of unfamiliar polysyllabic words is generally accurate, alongside a strong grasp of Year 4 High Frequency words.</p>	<p>Year 5 writers exhibit improved ability in using complex sentences, effectively varying sentence length and word order to maintain reader interest. They demonstrate proficiency in a diverse range of punctuation, accurately employing at least three forms, such as commas, dashes, apostrophes, and colons, in their writing.</p> <p>They will select engaging strategies to advance narratives, showcasing creativity and an understanding of structure. Their work is well-organised and adheres to conventional layouts, reflecting an ability to choose from an extensive vocabulary, using imaginative and ambitious word choices precisely and spelling most correctly.</p> <p>Consistent use of paragraphs indicates a solid grasp of organisation, with appropriate noun placement in relation to verbs. Writers show fluency in clear, joined script and employ devices that adapt their writing to the audience's needs. They interweave explicit and implicit links between sections, enhancing coherence. Overall, Year 5 writers typically spell accurately, mastering most of the Year 5 high-frequency words and those listed in the National Curriculum Appendix 1.</p>	<p>Year 6 writers demonstrate a high level of proficiency and maturity, showcasing confident use of clauses suited to their audience and purpose. They exhibit a creative sentence structure, intermingling complex and simple forms to enhance impact. Mastery of punctuation is evident, employing a full range accurately for subdivision, effect, listing, direct speech, and parenthesis, thereby adding depth and clarity to their narratives. Presentation is neat and legible, typically in a joined style that promotes readability. Year 6 writers engage audiences through techniques such as action, dialogue, quotations, and suspense, showing awareness of differing audience needs. They adapt their writing for various purposes, considering the appropriate level of formality. Additionally, they utilise ambitious vocabulary, integrating rhetorical questions, alliteration, and figurative language. Proficient use of sophisticated connectives ensures cohesion, while their spelling is commendably accurate, with few exceptions for technical vocabulary.</p>