

ENGLISH - WRITING - Read Write Inc. (RWI) Whole School Progression 2022/23 - Term by Term



Subject Leader: **Shirley Brown** Last updated: **July 2022**

We carry out English in a cycle:

Reception: Read Write Inc. Daily.

Key Stage 1: 5 weeks RWI lessons /2 week RWI Phonics lessons followed by whole class English lessons. Children usually come off Read Write Inc. for writing in the Spring term of Year 2.

This document sets out the expected writing progression within **Read Write Inc.** lessons. The objectives are further embedded within discrete English sessions.

These objectives are set out as if children are achieving **as expected** throughout the year. Assessments indicate when children have gaps and then intervention can be put in place with the aim to keep that child in line with expectations.

See separate English progression maps for more detail of writing progression.

		Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 5 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks	End of Year Expectations
Nursery	Communication and Language	To talk 1 to 1, child to adult and child to child. To develop listening skills e.g. Lola the Listening Leopard activities To listen to simple instructions e.g. Sticky Kids		To talk in small groups with an adult and peers. To retell a familiar story. To listen to instructions and responding to them independently.		To talk in a larger group. To tell own simple stories. To listen and respond to instructions confidently.		Communication and Language Children can: Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time. Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play.
		Physical Development	Gross Motor Skills:					
To develop upper body strength and balance (balance bikes). To use both sides of the body with increasing coordination (rolling pin).	To develop upper arm movements. Large scale movements (e.g. with ribbons make lines top to bottom circles-anti clockwise).		To develop upper arm movements. Large scale movements (e.g. large paint brushes and water).	To develop upper arm movements. Large scale movements (e.g. large paint brushes and water).	To increase control using both sides of the body, crossing the midline. (e.g. rolling/throwing balls).	To increase control using both sides of the body, crossing the midline. (e.g. rolling/throwing balls).	Fine Motor Skills	

		<p>To develop fine motor skills by: snipping with scissors, spraying, chunky tweezers</p>	<p>To develop fine motor skills by: cutting a straight line, threading on pipe cleaners.</p> <p>Children start to show a preference for dominant hand, using one handed equipment e.g. spoon.</p>	<p>To develop fine motor skills by: cutting a wavy line, joining construction, beginning to draw lines and circles.</p>	<p>To develop fine motor skills by: cutting along a zig - zag line, using a clothes peg, To use a comfortable grip with some control when holding mark making equipment.</p>	<p>To develop fine motor skills by: cutting around a picture of an object, manipulating a small objects with finger and tweezers. To begin to develop correct pencil grip.</p>	<p>To develop fine motor skills by: cutting around a picture of an object with more control, threading using string and wool. To continue to develop correct pencil grip.</p>	<p>and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Literacy Children can: 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. Write some or all of their name. Motivate children to write by providing opportunities in a wide range of ways. Suggestions: clipboards outdoors, chalks for paving stones, boards and notepads in the home corner. Children enjoy having a range of pencils, crayons, chalks and pens to choose from. Apps on tablets enable children to mix marks, photos and video to express meanings and tell their own stories. Children are also motivated by simple home-made books, different coloured paper and paper decorated with fancy frames. Write some letters accurately.</p>

		To make marks on paper.	To make marks on paper, beginning to use symbolic shapes e.g. lines and circles	To make marks on paper, starting to show awareness of direction left to right.	To make marks on paper, starting to give meaning to their marks.	To make marks on paper, starting to give meaning to their marks. To attempt to write their name using some letter shapes.	To make marks on paper, starting to give meaning to their marks. To can attempt to write their own name.	
Reception	Writing	Children are taught to write their Set 1 sounds with m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, sh, h, r, j, v, w, x, y, z, th, ch, qu, ng, nk	Recap on writing set 1 special friends: th, ch, qu, ng, nk	Recap on writing set 1 special friends: th, ch, qu, ng, nk Children are taught to write words with single-letter sounds (word time 1.1-1.4) Write dictated simple phrases with support.	Children are taught to write with special friends (word time 1.5 and 1.6). Write dictated simple phrases with finger spaces, with support.	Children are taught to write words containing 4/5 sounds and consonant blends (word time 1.6 and 1.7). To write some simple common exception words (red words). Write dictated simple sentences with support.	Children are taught to write their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy Children are taught to write words using set 2 sounds. To write further simple common exception words (red words). Write dictated simple sentences with more independence.	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

Year 1	Writing	<p>Children are taught to write their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p> <p>Children are taught to write words using set 2 sounds.</p> <p>To write some common exception words.</p> <p>Write dictated simple sentences with clear finger spaces.</p>	<p>To write further common exception words.</p> <p>Write dictated simple sentences with clear finger spaces and full stop.</p>	<p>Children are taught to write their set 3 sounds (ea, oi, a-e, i-e, o-e, u-e, e-e).</p> <p>Children taught to write words using set 2 sounds.</p> <p>To write further common exception words.</p> <p>Write dictated simple sentences with clear finger spaces and full stop.</p> <p>Write multisyllabic words with support.</p>	<p>Children are taught to write further set 3 sounds.</p> <p>Children are taught to write words using set 3 sounds.</p> <p>To write further common exception words.</p> <p>Write dictated simple sentences with clear finger spaces and full stop.</p> <p>Write multisyllabic words with more independence.</p>	<p>Children are taught to write words using set 3 sounds.</p> <p>To write further common exception words.</p> <p>Write dictated sentences with clear finger space, full stop and capital letter.</p> <p>Write multisyllabic words, including words with suffix endings.</p>	<p>Children are taught to write words using set 3 sounds.</p> <p>Write sentences with clear finger space, full stop and capital letter.</p> <p>Write multisyllabic words, including words with suffix endings within sentences and the prefix un-.</p>	<p>Writing - Transcription:</p> <p>Spelling:</p> <p>To be taught to:</p> <p>spell:</p> <ul style="list-style-type: none">- words containing each of the 40+ phonemes already taught- common exception words- days of the week <p>name the letters of the alphabet:</p> <ul style="list-style-type: none">- naming the letters of the alphabet in order- using letter names to distinguish between alternative spellings of the same sound <p>add prefixes and suffixes:</p> <ul style="list-style-type: none">- using the spelling rule for adding -s and -es as the plural marker for nouns and the third person singular marker for verbs- use the prefix -un- use -ing, -ed, -er and -est where no change is needed in the spelling of root words. <ul style="list-style-type: none">- Write from memory simple sentences dictated by the teacher, including words using the GPCs and common exception words taught. <p>Handwriting:</p> <p>To be taught to:</p> <ul style="list-style-type: none">- sit correctly at a table, holding a pencil comfortably and correctly- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.- form capital letters- form digits 0-9- understand which letters belong to which handwriting 'families' and practise these. <p>Writing - Composition:</p> <p>To be taught to:</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 <p>(continued on next page)</p>
		<p>In addition to above (taught in Read, Write, Inc.) children will also be taught the following during their discrete English lessons: (See English Progression Map – Year 1 English for more detail and handwriting expectations).</p>						
			<p>Learn to spell some common exception words.</p> <p>Learn to write some days of the week.</p>	<p>Learn to spell using suffixes -s, -es, -ing and -ed.</p> <p>Learn to spell some common exception words.</p> <p>Learn to write some days of the week.</p>	<p>Learn to spell using suffixes -er and -est.</p> <p>Learn to spell some days of the week.</p> <p>Learn to spell words using the prefix -un.</p> <p>Learn to spell some common exception words.</p>	<p>Learn to spell some common exception words.</p>	<p>Spell all days of the week.</p> <p>Spell all year 1 common exception words.</p> <p>Spell words using taught suffixes.</p>	

			<ul style="list-style-type: none"> - re-reading what they have written to check that it makes sense - Discuss what they have written with the teacher or other pupils - Read aloud their writing aloud, clearly enough to be heard by their peers and the teacher. <p>Writing - Vocabulary, grammar and punctuation: To be taught to:</p> <ul style="list-style-type: none"> - Develop understanding of concepts by: - Leave spaces between words - Joining words and joining clauses using 'and' - Beginning to punctuate sentences using a capital letter, full stop, question mark or exclamation mark - Using a capital letter for names of people, places, the days of the week and the personal pronoun 'I' - Learning the grammar for year 1 - Use grammatical terminology for year 1.
Year 2	Writing	<p>Children are taught to write words using set 3 sounds.</p> <p>Children begin to choose correct spelling choice to spell.</p> <p>Recap on all year 1 common exception words.</p> <p>To begin to learn to spell some year 2 common exception words.</p> <p>Write dictated sentences with clear finger spaces and full stop.</p> <p>Write multisyllabic words with more independence.</p> <p>To write words with suffix endings taught in year 1 (ed, ing, er, est, es/s).</p> <p>Children now come off our Read, Write, Inc. programme. See 'English Progression Map – Year 2 English' for details of progression of writing for the remainder of the year.</p>	<p>Writing - Transcription: Spelling: To be taught to: spell:</p> <ul style="list-style-type: none"> - segment spoken words into phonemes and representing these by graphemes, spelling many correctly. - Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones. - common exception words - words with contracted forms - words with possessive apostrophe <p>add suffixes to spell longer words including:</p> <ul style="list-style-type: none"> - -ment, -ness, -ly, -full, -less - Write from memory simple sentences dictated by the teacher, including words using the GPCs, common exception words and punctuation taught so far. <p>Handwriting: To be taught to:</p> <ul style="list-style-type: none"> - form lower-case letters of the correct size

				<p>relative to one another (continued on next page)</p> <ul style="list-style-type: none"> - start using some of the diagonal and horizontal strokes needed to join letters, and understand which letters are best left un-joined. - Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters - Use spacing between words that reflects the size of the letters. <p>Writing - Composition: To be taught to: Develop positive attitudes towards and stamina for writing by: Writing narratives about personal experiences and those of others (real and fictional)</p> <ul style="list-style-type: none"> - Writing about real events - Writing poetry - Writing for different purposes <p>Consider what they are going to write before beginning by: <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 Make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> - Evaluating their writing with the teacher and other pupils - Rereading to check that their writing makes sense and that verbs to indicate time are used correctly, including verbs in the continuous form - Proofreading to check for errors in spelling, grammar and punctuation Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Vocabulary, grammar and punctuation: To be taught to: Develop understanding of concepts by: <ul style="list-style-type: none"> - Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted form and the possessive (singular). Learn how to use: <ul style="list-style-type: none"> - Sentences with different forms: statement, question, exclamation, command - Expanded noun phrases to describe and specify - The present and past tenses correctly and consistently, including the progressive form. - Subordination (using when, If, that, or, because) and co-ordination (using or, and, but) - Use and understand the grammatical terminology in discussing their writing. </p>
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