

ENGLISH - WRITING – Read, Write, Inc. (RWI) Whole School Progression – Term by Term

Subject Leader: **Rosie Justice** Last updated: **September 2021**

We carry out English in a cycle:

Key Stage 1: 3 week RWI lessons / 1 week whole class English lessons.

Early Years (when children reach Red books and above): 3 days full RWI / 2 days whole class speed sounds and linked literacy

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 year 1 and year 2 English progression maps for more detail of writing progression in Key Stage 1.](#)

		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
Reception	Writing	Children are taught to write their Set 1 sounds 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	Children are taught to write their set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy	To write further common exception words. Write dictated simple sentences with clear finger spaces and full stop.	Children are taught to write their set 3 sounds (ea, oi, a-e, i-e, o-e, u-e, e-e). Children are taught to write words using set 3 sounds. To write further common exception words. Write dictated simple sentences with clear finger spaces and full stop. Write multisyllabic words with support.	Children are taught to write further set 3 sounds. Children are taught to write words using set 3 sounds. To write further common exception words. Write dictated simple sentences with clear finger spaces and full stop. Write multisyllabic words with more independence.	Children are taught to write words using set 3 sounds. To write further common exception words. Write dictated sentences with clear finger space, full stop and capital letter. Write multisyllabic words, including words with suffix endings.	Children are taught to write words using set 3 sounds. Write sentences with clear finger space, full stop and capital letter. Write multisyllabic words, including words with suffix endings within sentences and the prefix un-.	<p>Writing - Transcription: Spelling: To be taught to: 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. <p>- Write from memory simple sentences dictated by the teacher, including words using the GPCs and common exception words taught.</p> <p>Handwriting: 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: To be taught to: 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 (continued on next page) 		
		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).								
			Learn to write some days of the week. Learn to use spelling rule for adding s / es.	Learn to spell using suffixes -ing and -ed.	Learn to spell using suffixes -er and -est.	Learn to spell words using the prefix -un.	Spell all days of the week. Spell all year 1 common exception words.			
See 'Handwriting and Presentation Expectations' to see progression of Year 1 handwriting over the year.										

			<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 <p>Use grammatical terminology for year 1.</p>
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>See 'Handwriting and Presentation Expectations' to see progression of Year 2 handwriting over 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 relative to one another <p>(continued on next page)</p>

- 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.

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)
- Writing about real events
- Writing poetry
- Writing for different purposes

Consider what they are going to write before beginning by:

- 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:

- 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.

Writing - Vocabulary, grammar and punctuation:
To be taught to:
Develop understanding of concepts by:

- 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:

- 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.