



Rudgwick Writing Priorities Progression: Reception to Year 6



Year Group	Narrative Skills	Punctuation	Text & Sentence Structure	Word Level & Handwriting
Reception	Retell stories/narratives in own words; use new vocabulary.	Write simple phrases/sentences that others can read.	Write simple phrases and sentences.	Word: Spell by identifying sounds (phonics). Handwriting: Form recognisable letters correctly.
Year 1	Use simple sentences and adjectives.	Use full stops and capital letters (for names and starts of sentences).	Use finger spaces; form sentences that make sense (Subject-Verb-Object).	Word: Year 1 word list; use phonetically plausible spellings. Handwriting: Clear and consistent letter formation.
Year 2	Use simple conjunctions (and/or); anticipate key story events.	All uses of capital letters; use question marks and exclamation marks.	Use headings/subheadings; use coordination (and, or, but) and subordination (when, if, that, because).	Word: Year <u>2 word</u> list; intro to personal spelling dictionaries. Handwriting: Use horizontal and diagonal strokes to join letters.
Year 3	Extended sentences; correct tense; use adverbs; clear beginning/middle/end.	Commas in lists; apostrophes for contractions and singular possession.	Use paragraphs to organise themes; perfect form of verbs; expanded noun phrases.	Word: Year <u>3/4 word</u> list; use personal spelling dictionaries. Handwriting: Greater consistency and fluency in joined writing.
Year 4	Build writing stamina; use basic paragraphing.	Inverted commas for direct speech.	Use pronouns/nouns for cohesion; use fronted adverbials and adverbials of time/cause (e.g., <i>after, because</i>).	Word: Use regular dictionaries to check spellings. Handwriting: Maintain legibility when writing at speed.



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Year 5	Figurative language (similes, metaphors); prepositions/fronted adverbials of time and place.	Commas after fronted adverbials; brackets/dashes for parenthesis; plural possession apostrophes.	Use layout devices (bullets, tables); use cohesive devices (e.g., <i>firstly</i> , <i>after that</i>); relative clauses; modal verbs.	Word: Year 5/6 word list; use dictionaries to inform spelling choices.
Year 6	Dialogue for character; "show not tell"; consistent viewpoint; adventurous and precise vocabulary; active/passive voice.	Semi-colons, colons, and dashes for clauses; colons for lists; bullet point punctuation; hyphens.	Link ideas across paragraphs (repetition, ellipsis); use formal language and the subjunctive form; complex punctuation.	(Building on Year 5 skills for spelling and handwriting fluency).