

Rapid Writing content

Rapid Writing level	Rapid Reading book level	Overall content for Rapid Writing
Stage 1: Writing Log 1	Starter 2 Yellow	Handwriting – Letter formation upper and lower case Phonics – CVC/CCVC/CVCC words, long vowel sounds, split vowel digraphs Spelling – 1st 60 high frequency words (for example, 'my', 'got', 'saw', 'then', 'went')
Stage 1: Writing Log 2	Stage 1 Blue Stage 2 Green	Sentence Construction – Writing simple and compound sentences (average 5–8 words) Punctuation – Capital Letters, full stops, question and exclamation marks
Stage 1: Writing Log 3	Stage 3 Orange	Genre – Speech bubbles, labels, captions, simple narrative, recounts, posters, interviews, instructions, letter, quiz, newspaper
Stage 2: Writing Log 4	Stage 4 Turquoise	Continue developing skills from Stage 1 and progression to: Handwriting – Observation and monitoring Phonics – CCVC/CVCC words, long vowel sounds, split vowel digraphs
Stage 2: Writing Log 5	Stage 4 Turquoise	Spelling – 2nd 60 high frequency words (for example, 'could', 'told', 'always'), adding 'ed', 'ing' and 's' endings Sentence Construction – Writing simple, compound and complex sentences (average 8–10 words)
Stage 2: Writing Log 6	Stage 4 Purple	Punctuation – Dashes, commas and speech marks Genre – Comic strips, fact boxes, brochures, postcards, plays, descriptive writing, flow charts, arguments, point of view
Stage 3: Writing Log 7	Stage 6 Gold	Continue developing skills from Stages 1 and 2 and progression to: Handwriting – Observation and monitoring Phonics – CCVC/CVCC words, words with less common GPC (grapheme-phoneme correspondence)
Stage 3: Writing Log 8	Stage 6 Gold	Spelling – 3rd 60 high frequency words (for example, 'again', 'stopped', 'nothing', 'suddenly'), compound words, apostrophes, prefixes Sentence Construction – Writing simple, compound and complex sentences (average 12–15 words)
Stage 3: Writing Log 9	Stage 6 Gold	Punctuation – Ellipses, commas to mark clauses Genre – Diary, commentary, journal, advert, email, recount, survey, persuasive writing, humorous narrative, timeline

Progression in writing skills

Writing skill	Writing Log 1	Writing Log 2	Writing Log 3
Handwriting	specific practice in letter formation – upper and lower case	further practice in letter formation – upper and lower case	handwriting is observed and monitored
Phonics	segmenting, blending and spelling CVC words	segmenting, blending and spelling CCVC and CVCC words and introducing split vowel digraphs	further practice with long vowel phonemes including split vowel digraphs
Spelling	memorising and practising 20 high frequency words	memorising and practising a further 20 high frequency words	memorising and practising a further 20 high frequency words
Sentence construction	writing simple sentences after sentence starter prompt and oral rehearsal (average sentence length = 5 words)	writing simple sentences and compound sentences after sentence starter prompt and oral rehearsal (average sentence length = 7 words)	writing simple and compound sentences after sentence starter prompt and oral rehearsal (average sentence length 8 words)
Punctuation	capital letters, full stops, question marks	capital letters, full stops, question marks	capital letters, full stops, question marks, exclamation marks
Genre	speech bubbles, labels, captions, simple narrative	recount, captions, statements, simple narrative, character description, poster, interview	simple narrative, recount, instructions, advert, writing from a point of view, letter to a journal, letter of complaint, quiz, poster, report, newspaper article

Progression in writing skills

Writing skill	Writing Log 4	Writing Log 5	Writing Log 6
Handwriting	handwriting is observed and monitored	handwriting is observed and monitored	handwriting is observed and monitored
Phonics	segmenting, blending and spelling CCVC and CVCC words; further practice with long vowel phonemes including split vowel digraphs	segmenting, blending and spelling CCVC and CVCC words; further practice with long vowel phonemes including split vowel digraphs	segmenting, blending and spelling CCVC and CVCC words; further practice with long vowel phonemes including split vowel digraphs
Spelling – high frequency words	memorising and practising 20 high frequency words	memorising and practising a further 20 high frequency words	memorising and practising a further 20 high frequency words
Spelling – knowledge	adding 'ed' to verbs where the root does not change e.g. 'turned'	adding 'ed' to verbs where the root does not change e.g. 'landed'; adding 'est' to adjectives where the root does not change e.g. 'tallest'	adding 'ed' or 'ing' to verbs where the root does not change e.g. 'asked', 'walking'; adding 's' to form a plural
Sentence construction	writing simple and compound sentences after sentence starter prompt and oral rehearsal (average sentence length = 8 words)	writing simple, compound and complex sentences after sentence starter prompt and oral rehearsal (average sentence length = 9 words)	writing simple, compound and complex sentences after sentence starter prompt and oral rehearsal (average sentence length = 10 words)
Punctuation	capital letters, full stops, question marks, dashes, and exclamation marks	capital letters, full stops, question marks, exclamation marks, commas before closing speech marks, introduction of speech marks	capital letters, full stops, question marks, exclamation marks, speech marks, commas before closing speech marks
Genre	comic strips, fact boxes, postcards, brochures, narratives, captions, reports, plays, posters	descriptive writing, story opener and ending, posters, flowcharts, arguments, writing from a point of view, reports, playscripts, encyclopaedia entries	narrative, plot set up and conclusion, instructions, adverts, story opener and ending, interviews, fact boxes, flowcharts, reports, notes, writing from a point of view, captions

Progression in writing skills

Writing skill	Writing Log 7	Writing Log 8	Writing Log 9
Handwriting	handwriting is observed and monitored	handwriting is observed and monitored	handwriting is observed and monitored
Phonics	segmenting, blending and spelling CCVC and CVCC words; further practice with words with less usual Grapheme Phoneme Correspondence (GPC)	segmenting, blending and spelling CCVC and CVCC words; further practice with words with less GPC	segmenting, blending and spelling CCVC and CVCC words; further practice with words with less GPC
Spelling – high frequency words	memorizing and practising 20 high frequency words	memorizing and practising a further 20 high frequency words	memorizing and practising a further 20 high frequency words
Spelling – knowledge	recognizing compound words e.g. 'everyone'; adding 'ed' to words which double the consonant after a short vowel; using the apostrophe to show a letter is omitted e.g. 'doesn't'	recognizing compound words e.g. 'ourselves'; adding 'ed' to longer words e.g. 'appeared'; adding a prefix e.g. 'dis' to words ('disappeared')	adding 'ed' to longer words e.g. 'whispered'; adding a prefix e.g. 'un' to words ('untidy'); using the apostrophe to show a letter is omitted e.g. 'I'll'
Sentence construction	writing simple and compound sentences after sentence starter prompt and oral rehearsal (Average sentence length = 12 words)	writing simple, compound and complex sentences after sentence starter prompt and oral rehearsal (Average sentence length = 13 words)	writing simple, compound and complex sentences after sentence starter prompt and oral rehearsal (Average sentence length = 15 words)
Punctuation	capital letters, full stops, question marks, dashes, exclamation marks, ellipses	capital letters, full stops, question marks, exclamation marks, speech marks, commas before closing speech marks, commas to mark clauses	capital letters, full stops, question marks, exclamation marks, speech marks, commas before closing speech marks, commas to mark clauses
Genre	report, captions, statements, brochure, diary, commentary, journal, poster, narrative	newspaper report, encyclopaedia entry, fact file, advert, comic strip, recount, magazine article, email, survey	explanation, dramatic narrative, instructions, dialogue, persuasive writing, playscript, humorous narrative, timeline

Assessing writing

My Writing Progress Chart Writing Log I

Handwriting	
I know how to form some lower case letters.	
I know how to form some upper case letters.	
I remember to leave spaces between words.	
Phonics	
I can segment the three phonemes in three letter words with a short vowel.	
Spelling	
I can spell 20 high frequency words.	
Sentence composition	
I know that a sentence must make sense.	
Sentence punctuation	
I know that sentences begin with a capital letter.	
I know that sentences end with a full stop or a question mark.	

My Writing Progress Chart Writing Log 2

Handwriting	
I know how to form most lower case letters.	
I know how to form most upper case letters.	
I know where letters sit on the line.	
Phonics	
I can segment and blend the three phonemes three letter words with a short vowel.	
Spelling	
I can spell 40 high frequency words.	
Sentence composition	
I know that a sentence must make sense.	
I can finish a simple sentence after a sentence starter.	
I can remember a whole sentence before I write it.	
Sentence punctuation	
I usually put a capital letter at the start of a sentence.	
I usually put a full stop at the end of a sentence.	
I know when to use a question mark.	

Assessing writing

My Writing Progress Chart Writing Log 3

Handwriting	
I know how to form all lower case letters.	
I know how to form all upper case letters.	
I put letters in the right place on the line	
Phonics	
I can segment and blend the four phonemes in words beginning or ending with two consonants.	
I can hear if a word has a long vowel sound.	
Spelling	
I can spell 60 high frequency words.	
Sentence composition	
I know that a sentence must make sense.	
I can finish a simple or compound sentence after a sentence starter.	
I can write a simple or compound sentence after hearing it.	
Sentence punctuation	
I usually remember to put a capital letter at the start of a sentence.	
I usually remember to put a full stop, or question mark at the end of a sentence.	
I know if a sentence needs an exclamation mark at the end.	

Assessing writing

My Writing Progress Chart Writing Log 4

Handwriting	
I know how to write all lower case letters.	
I know how to write all upper case letters.	
I try to write the letters evenly.	
I leave an even space between words.	
Phonics	
I can segment and spell words with four phonemes which begin or end with two consonants.	
I can segment and spell words with split vowel digraphs.	
I can segment and spell words with long vowels.	
Spelling	
I can spell 80 high frequency words.	
I can add 'ed' to words.	
I can add 'est' to words.	
Sentence composition	
I can write a simple or compound sentence after hearing it.	
Sentence punctuation	
I remember to put a capital letter at the start of a sentence.	
I remember to put a full stop, question mark or exclamation mark at the end of a sentence.	

My Writing Progress Chart Writing Log 5

Handwriting	
I know how to write all lower case letters.	
I know how to write all upper case letters.	
I write the letters evenly.	
I leave an even space between words.	
Phonics	
I can segment and spell words with split vowel digraphs.	
I can segment and spell words with long vowels.	
Spelling	
I can spell 100 high frequency words.	
I can add 'ed' to words.	
Sentence composition	
I can write a short sentence after hearing it.	
I can write a longer sentence joined with 'and' or 'but' after hearing it.	
Sentence punctuation	
I remember to put a capital letter at the start of a sentence.	
I remember to put a full stop, question mark or exclamation mark at the end of a sentence.	
I know when to use speech marks.	

Assessing writing

My Writing Progress Chart Writing Log 6

Handwriting	
I know how to write all lower case letters.	
I know how to write all upper case letters.	
I write the letters evenly.	
Phonics	
I can segment and spell words with split vowel digraphs.	
I can segment and spell words with long vowels.	
Spelling	
I can spell 120 high frequency words.	
I can add 'ed' to words.	
I can add 'ing' to words.	
Sentence composition	
I can write a short sentence after hearing it.	
I can write a longer sentence joined with 'and' or 'but' after hearing it.	
Sentence punctuation	
I remember to put a capital letter at the start of a sentence.	
I remember to put a full stop, question mark or exclamation mark at the end of a sentence.	
I know when to use speech marks.	
I know to put a comma before closing the speech marks.	

Assessing writing

My Writing Progress Chart Writing Log 7

Handwriting	
I write the letters neatly.	
I make a difference between the size of my upper case and lower case letters.	
I join some of my letters.	
Phonics	
I can segment and spell words with long vowels.	
Spelling	
I can spell 140 high frequency words.	
I can add 'ed' to words.	
I can add 'ing' to words.	
I know to use an apostrophe to show that a letter is missing.	
Sentence composition	
I can write a short sentence after hearing it.	
I can write longer sentences after hearing them.	
I know that a writer might choose to write a long or a short sentence.	
Sentence punctuation	
I remember to put a capital letter at the start of a sentence.	
I remember to put a full stop, question mark or exclamation mark at the end of a sentence.	
I know when to use dots to make a reader pause.	

My Writing Progress Chart Writing Log 8

Handwriting	
I make a difference between the size of my upper case and lower case letters.	
I join most of my letters.	
I usually write neatly.	
I leave an even space between words.	
Phonics	
I use my phonic knowledge to help me spell new words.	
Spelling	
I can spell 160 high frequency words.	
I can add 'ed' to longer words.	
I can add 'un' and 'dis' to words to change the meaning.	
I can write some compound words.	
Sentence composition	
I can write sentences joined with 'and' or 'but'.	
I can write longer sentences joined with 'then' or 'because'.	
I know when to write a long or a short sentence.	
Sentence punctuation	
I remember to put a capital letter at the start of a sentence.	
I remember to put a full stop, question mark or exclamation mark at the end of a sentence.	
I know that writers use commas to make the reader pause in a sentence.	

Assessing writing

My Writing Progress Chart Writing Log 9

Handwriting	
I join most of my letters.	
I usually write neatly.	
I can write quickly and still keep it neat.	
Phonics	
I use my phonic knowledge to help me spell new words.	
Spelling	
I can spell 180 high frequency words.	
I know when to use an apostrophe.	
Sentence composition	
I can write a simple or compound sentence after hearing it.	
I can write a complex sentence.	
Sentence punctuation	
I remember to put a capital letter at the start of a sentence and for proper nouns.	
I remember to put a full stop, question mark or exclamation mark at the end of a sentence.	
I know when to use speech marks.	
I know that writers use commas in complex sentences.	