

Writing Progression

	Year 1	Year 2	Year 3
Phonic & Whole word spelling	<ul style="list-style-type: none">words containing each of the 40+ phonemes taughtcommon exception wordsthe days of the weekname the letters of the alphabet in orderusing letter names to distinguish between alternative spellings of the same sound	<ul style="list-style-type: none">segmenting spoken words into phonemes and representing these by graphemes, spelling many correctlylearning 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 homophoneslearning to spell common exception wordsdistinguishing between homophones and near-homophones	<ul style="list-style-type: none">spell further homophonesspell words that are often misspelt (Appendix 1)
Other word building spelling	<ul style="list-style-type: none">using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbsusing the prefix un–using –ing, –ed, –er and –est where no change is needed in the spelling of root wordsapply simple spelling rules and guidance from Appendix 1	<ul style="list-style-type: none">learning the possessive apostrophe (singular)learning to spell more words with contracted formsadd suffixes to spell longer words, including –ment, –ness, –ful, –less, –lyapply spelling rules and guidelines from Appendix 1	<ul style="list-style-type: none">use further prefixes and suffixes and understand how to add themplace the possessive apostrophe accurately in words with regular plurals and in words with irregular pluralsuse the first 2 or 3 letters of a word to check its spelling in a dictionary
Transcription	<ul style="list-style-type: none">write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	<ul style="list-style-type: none">write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	<ul style="list-style-type: none">write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Handwriting	<ul style="list-style-type: none">sit correctly at a table, holding a pencil comfortably and correctlybegin to form lower-case letters in the correct direction, starting and finishing in the right placeform capital lettersform digits 0-9understand which letters belong to which handwriting ‘families’ and to practise these	<ul style="list-style-type: none">form lower-case letters of the correct size relative to one anotherstart using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoinedwrite capital letters and digits of the correct size, orientation and relationship to one another and to lower-case lettersuse spacing between words that reflects the size of the letters.	<ul style="list-style-type: none">use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoinedincrease the legibility, consistency and quality of their handwriting
Contexts for Writing		<ul style="list-style-type: none">writing narratives about personal experiences and those of others (real and fictional)writing about real eventswriting poetrywriting for different purposes	<ul style="list-style-type: none">discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
Planning Writing	<ul style="list-style-type: none">saying out loud what they are going to write aboutcomposing a sentence orally before writing it	<ul style="list-style-type: none">planning or saying out loud what they are going to write about	<ul style="list-style-type: none">discussing and recording ideascomposing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
Drafting Writing	<ul style="list-style-type: none">sequencing sentences to form short narrativesre-reading what they have written to check that it makes sense	<ul style="list-style-type: none">writing down ideas and/or key words, including new vocabularyencapsulating what they want to say, sentence by sentence	<ul style="list-style-type: none">organising paragraphs around a themein narratives, creating settings, characters and plotin non-narrative material, using simple organisational devices (headings & subheadings)
Editing Writing	<ul style="list-style-type: none">discuss what they have written with the teacher or other pupils	<ul style="list-style-type: none">evaluating their writing with the teacher and other pupilsrereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous formproofreading to check for errors in spelling, grammar and punctuation	<ul style="list-style-type: none">assessing the effectiveness of their own and others’ writing and suggesting improvementsproposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentencesproofread for spelling and punctuation errors
Performing Writing	<ul style="list-style-type: none">read their writing aloud clearly enough to be heard by their peers and the teacher.	<ul style="list-style-type: none">read aloud what they have written with appropriate intonation to make the meaning clear	<ul style="list-style-type: none">read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Vocabulary	<ul style="list-style-type: none">leaving spaces between wordsjoining words and joining clauses using "and"	<ul style="list-style-type: none">expanded noun phrases to describe and specify	<ul style="list-style-type: none">extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, althoughchoosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetitionusing conjunctions, adverbs and prepositions to express time and cause (and place)
Grammar (edited to reflect content in Appendix 2)	<ul style="list-style-type: none">regular plural noun suffixes (-s, -es)verb suffixes where root word is unchanged (-ing, -ed, -er)un- prefix to change meaning of adjectives/adverbsto combine words to make sentences, including using andSequencing sentences to form short narrativesseparation of words with spacessentence demarcation (. ! ?)capital letters for names and pronoun 'I')	<ul style="list-style-type: none">sentences with different forms: statement, question, exclamation, commandthe present and past tenses correctly and consistently including the progressive formsubordination (using when, if, that, or because) and co-ordination (using or, and, or but)some features of written Standard Englishsuffixes to form new words (-ful, -er, -ness)sentence demarcationcommas in listsapostrophes for omission & singular possession	<ul style="list-style-type: none">using the present perfect form of verbs in contrast to the past tenseform nouns using prefixes (super-, anti-)use the correct form of 'a' or 'an'word families based on common words (solve, solution, dissolve, insoluble)
Punctuation (edited to reflect content in Appendix 2)	<ul style="list-style-type: none">beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation markusing a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	<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 forms and the possessive (singular)	<ul style="list-style-type: none">using and punctuating direct speech (i.e. Inverted commas)
Grammatical Terminology	letter, capital letter, word, singular, plural , sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’)

Writing Progression

Year 4	Year 5	Year 6	
<ul style="list-style-type: none">spell further homophonesspell words that are often misspelt (Appendix 1)	<ul style="list-style-type: none">spell some words with ‘silent’ letterscontinue to distinguish between homophones and other words which are often confuseduse knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1	<ul style="list-style-type: none">spell some words with ‘silent’ letterscontinue to distinguish between homophones and other words which are often confuseduse knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1	Phonic & Whole word spelling
<ul style="list-style-type: none">use further prefixes and suffixes and understand how to add themplace the possessive apostrophe accurately in words with regular plurals and in words with irregular pluralsuse the first 2 or 3 letters of a word to check its spelling in a dictionary	<ul style="list-style-type: none">use further prefixes and suffixes and understand the guidance for adding themuse dictionaries to check the spelling and meaning of wordsuse the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	<ul style="list-style-type: none">use further prefixes and suffixes and understand the guidance for adding themuse dictionaries to check the spelling and meaning of wordsuse the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	Other word building spelling
<ul style="list-style-type: none">write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.			Transcription
<ul style="list-style-type: none">use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoinedincrease the legibility, consistency and quality of their handwriting	<ul style="list-style-type: none">choosing which shape of a letter to use when given choices and deciding whether or not to join specific letterschoosing the writing implement that is best suited for a task	<ul style="list-style-type: none">choosing which shape of a letter to use when given choices and deciding whether or not to join specific letterschoosing the writing implement that is best suited for a task	Handwriting
<ul style="list-style-type: none">discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	<ul style="list-style-type: none">identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their ownin writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	<ul style="list-style-type: none">identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their ownin writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	Contexts for Writing
<ul style="list-style-type: none">discussing and recording ideascomposing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	<ul style="list-style-type: none">noting and developing initial ideas, drawing on reading and research where necessary	<ul style="list-style-type: none">noting and developing initial ideas, drawing on reading and research where necessary	Planning Writing
<ul style="list-style-type: none">organising paragraphs around a themein narratives, creating settings, characters and plotin non-narrative material, using simple organisational devices	<ul style="list-style-type: none">selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaningin narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the actionprecising longer passagesusing a wide range of devices to build cohesion within and across paragraphsusing further organisational and presentational devices to structure text and to guide the reader	<ul style="list-style-type: none">selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaningin narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the actionprecising longer passagesusing a wide range of devices to build cohesion within and across paragraphsusing further organisational and presentational devices to structure text and to guide the reader	Drafting Writing
<ul style="list-style-type: none">assessing the effectiveness of their own and others’ writing and suggesting improvementsproposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentencesproofread for spelling and punctuation errors	<ul style="list-style-type: none">assessing the effectiveness of their own and others’ writingproposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaningensuring the consistent and correct use of tense throughout a piece of writingensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate registerproofread for spelling and punctuation errors	<ul style="list-style-type: none">assessing the effectiveness of their own and others’ writingproposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaningensuring the consistent and correct use of tense throughout a piece of writingensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate registerproofread for spelling and punctuation errors	Editing Writing
<ul style="list-style-type: none">read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	<ul style="list-style-type: none">perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	<ul style="list-style-type: none">perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Performing Writing
<ul style="list-style-type: none">extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, althoughchoosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	<ul style="list-style-type: none">use a thesaurususing expanded noun phrases to convey complicated information conciselyusing modal verbs or adverbs to indicate degrees of possibility	<ul style="list-style-type: none">use a thesaurususing expanded noun phrases to convey complicated information conciselyusing modal verbs or adverbs to indicate degrees of possibility	Vocabulary
<ul style="list-style-type: none">using fronted adverbialsdifference between plural and possessive -sStandard English verb inflections (I did vs I done)extended noun phrases, including with prepositionsappropriate choice of pronoun or noun to create cohesion	<ul style="list-style-type: none">using the perfect form of verbs to mark relationships of time and causeusing relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronounconverting nouns or adjectives into verbsverb prefixesdevices to build cohesion, including adverbials of time, place and number	<ul style="list-style-type: none">recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive formsusing passive verbs to affect the presentation of information in a sentenceusing the perfect form of verbs to mark relationships of time and causedifferences in informal and formal languagesynonyms & Antonymsfurther cohesive devices such as grammatical connections and adverbialsuse of ellipsis	Grammar (edited to reflect content in Appendix 2)
<ul style="list-style-type: none">using commas after fronted adverbialsindicating possession by using the possessive apostrophe with singular and plural nounsusing and punctuating direct speech (including punctuation within and surrounding inverted commas)	<ul style="list-style-type: none">using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis	<ul style="list-style-type: none">using hyphens to avoid ambiguityusing semicolons, colons or dashes to mark boundaries between independent clausesusing a colon to introduce a listpunctuating bullet points consistently	Punctuation (edited to reflect content in Appendix 2)
determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points	Grammatical Terminology