



Progression in writing

| | R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>Spelling-phonics and whole word</p> <p>* Please find details of order to teach objectives in relevant scheme*</p> | <p>*hears and says the initial sound in words.</p> <p>*links sounds to letters, naming and sounding the letters of the alphabet</p> <p>*use their phonic knowledge to write words which match their spoken sounds</p> <p>*write some irregular common words</p> <p>*write some words spelt correctly</p> <p>*name the letters of the alphabet</p> | <p>*spell words containing each of the 40+ phonemes taught so far – most words can be deciphered</p> <p>*spell most common exception words in the Y1 spelling appendix</p> <p>*recognise and spell a set of simple compound words</p> <p>*name the letters of the alphabet in order</p> <p>*use letter names to distinguish between alternative spellings of the same sound</p> | <p>*segment spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>*learn new ways of spelling phonemes for which 1 or more spellings are already known – learn some words with each spelling including a few common homophones</p> <p>*distinguish between homophones and near homophones</p> <p>*spell common exception words</p> | <p>*write words spelt ei, eigh or ey</p> <p>*write words spelt ch eg: scheme, chemist, chef, brochure</p> <p>* Spell homophones as detailed in the Y3 spelling scheme [break/brake, son/sun, plain/plane etc]</p> | <p>*write words spelt sc eg: science, discipline, crescent</p> <p>*write words ending with gue and que eg: league, tongue, antique</p> <p>* Spell homophones as detailed in the Y4 spelling scheme. [mane/main, peace/piece, mail/male etc]</p> | <p>*spell some homophones from the Y5/Y6 spelling appendix</p> <p>*distinguish between some commonly confused words</p> | <p>*spelling some challenging homophones from the Y5/Y6 spelling appendix</p> <p>*distinguish between many commonly confused words</p> |
| <p>Spelling-other word building</p> <p>* Please find details of order to teach objectives in relevant scheme*</p> | <p>*write other words that are phonetically plausible</p> | <p>* use the prefix un-</p> <p>*use the suffixes –ing, -ed -er -est where no change is made to the root word</p> <p>*understand the rule for adding -s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>*apply simple spelling rules and guidance from NC Appendix 1</p> | <p>*spell more words with contracted forms</p> <p>*use possessive apostrophe (singular)</p> <p>*add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly</p> <p>*apply spelling rules and guidance from NC Appendix 1</p> | <p>*Use some prefixes and suffixes and understand how to add them, as detailed in Y3 spelling scheme [sub/tele/super/auto -less, -ful, -ly etc]</p> <p>*Begin to understand and place the possessive apostrophe in words with regular plurals [for example, girls', boys'] and in words with irregular</p> | <p>* Use a wider range of prefixes and suffixes and understand how to add them, as detailed in Y4 spelling scheme [in/im/ir/dis/un -ing, -er, -en etc]</p> <p>* confidently place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with</p> | <p>*spell most words with prefixes and suffixes in Y3/Y4 spelling appendix and some from the Y5/Y6 list eg: - cious, - cial, -ant, -ent, -ance, -ence</p> <p>*spell correctly words with letters which are not sounded eg: knight, solemn</p> <p>*know when to use the hyphen to join a prefix to a root eg: re-enter</p> | <p>*use knowledge of morphology to spell words with the full range of prefixes and suffixes in the Y5/Y6 spelling appendix eg: pre- re- -able, -ible, -ably, -ibly, -al, -ial</p> <p>*use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns</p> |

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| | | | | <p>plurals [for example, children's] *spell some words from the Y3/Y4 Statutory Word List *Use the first two or three letters of a word to check its spelling in a dictionary with support</p> | <p>irregular plurals [for example, children's *spell the majority of the words from the Y3/Y4 Statutory word list *Independently use the first two or three letters of a word to check its spelling in a dictionary</p> | <p>*spell the majority of words from the Y3/Y4 statutory word list and some words from the statutory Y5/Y6 list *use the first 3 or 4 letters of a word to check spelling and/or meaning in a dictionary</p> | <p>*spell the majority of words from the statutory Y5/Y6 word list *independently and automatically use a dictionary to check the spelling / meaning of words when appropriate</p> |
| Transcription | | <p>*write from memory simple dictated sentences containing the GPCs and words taught so far</p> | <p>*write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p> | <p>*Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught in Y3</p> | <p>* Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught in Y4</p> | <p>*write from memory, dictated sentences which include words from the KS2 curriculum</p> | <p>*write from memory, dictated sentences which include words and punctuation from the KS2 curriculum</p> |
| Handwriting | <p>* Develop manipulation and control. *Explore different materials and tools. *Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> | <p>*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' (eg: letters that are formed in similar ways) and practise these *leave spaces between words</p> | <p>*form lower-case letters of the correct size relative to one another *start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined *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> | <p>*writing is legible *letters are consistent in size and formation *capital letters are the correct size relative to lower case *writing is spaced sufficiently so that ascenders and descenders do not meet *diagonal and horizontal strokes are used consistently to join letters *know which letters, when adjacent, are best left un-joined</p> | <p>*writing is legible and fluent *all letters and digits are consistently formed and of the correct size, orientation and relationship to one another *down strokes of letters are mostly parallel and equidistant *writing is spaced sufficiently so that ascenders and descenders do not meet *appropriate letters are joined consistently</p> | <p>*writing is legible and fluent and quality is beginning to be maintained at speed *correct choices are usually made about whether to join handwriting or print letters eg: when labelling a diagram *can usually choose the appropriate writing implement for the task</p> | <p>*writing is legible and fluent and quality is usually maintained when writing at a sustained, efficient speed *correct choices are made about whether to join handwriting or print letters etc.. and handwriting is adapted according to purpose eg: when labelling a diagram; showing emphasis in dialogue etc... *chooses the writing implement that is best suited for a task</p> |

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| <p>Context for writing</p> | <p>*gives meaning to marks they make as they draw, write and paint.</p> <p>*begins to break the flow of speech into words.</p> <p>*uses some clearly identifiable letters to communicate meaning.</p> <p>*writes own name and other things such as labels, captions.</p> | | <p>*write narratives about personal experiences and those of others (real and fictional)</p> <p>*write about real events</p> <p>*write poetry</p> <p>*write for different purposes</p> | <p>*Begin to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>*write to suit purpose showing some features of the genre being taught</p> | <p>*Discuss a range of writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>*write to suit purpose and with a growing awareness of audience, using some appropriate features</p> | <p>*discuss the audience and purpose for a piece of writing</p> <p>* with some support - select the appropriate form and use other similar writing as models for their own</p> <p>*when writing narratives, consider ways in which characters and settings can be developed referring to books have read, listened to, seen performed</p> | <p>*confidently identify the audience and purpose for a piece of writing</p> <p>*adapt form and style to suit the audience / purpose and draw appropriate features from models of similar writing</p> <p>*when writing narratives, consider ways in which established authors have developed characters and settings in books the children have read, listened to, seen performed</p> |
| <p>Planning</p> | <p>*Invent, adapt and recount narratives and stories with peers and teachers.</p> <p>*Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary</p> | <p>*say out loud what they are going to write about</p> <p>*compose a sentence orally before writing it</p> | <p>*plan or say out loud what they are going to write about</p> | <p>Begin to plan their writing by discussing and recording ideas on a variety of proformas</p> | <p>Continue to plan their writing by discussing and recording ideas on a wider variety of proformas</p> | <p>*discuss and develop a variety of initial ideas in order to plan before writing – choosing the most appropriate ideas to develop</p> | <p>*use discussion effectively to develop ideas and language before and during writing</p> |
| <p>Drafting</p> | <p>*write simple sentences which can be read by themselves and others</p> | <p>*sequence sentences to form short narratives</p> | <p>*write down ideas and/or key words including new vocabulary</p> <p>*encapsulate what they want to say, sentence by sentence</p> | <p>*Begin to draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English App 2)</p> | <p>* Continue to draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (See English App 2)</p> | <p>*organise writing into sections or paragraphs, create cohesion by linking ideas within paragraphs</p> <p>*use a range of presentational devices including use of title, subheadings and bullet points</p> <p>*use dialogue to indicate character and event</p> | <p>*organise and shape paragraphs effectively – develop and expand some ideas in depth, adding detail within each paragraph</p> <p>*use a range of devices to link ideas within and across paragraphs eg: precise adverbials, deliberate repetition, sustained tense</p> |

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| | | | | <p>*Begin to draft and write by understanding when we use paragraphs and organising paragraphs around a theme. E.g. TIP TOP</p> <p>* begin to create settings, characters and plot</p> <p>*use simple organisational devices [for example, headings and sub-headings]</p> | <p>*Draft and write by organising paragraphs around a theme [fiction and non-fiction]</p> <p>* create settings, characters and plot</p> <p>*use some organisational devices [for example, headings and sub-headings]</p> | <p>*describe characters, setting and plot with growing precision</p> <p>*find key words and ideas – begin to write summaries</p> | <p>*use a range of presentational devices which clearly guide the reader eg: bullet points, tables, columns</p> <p>*integrate dialogue to convey and contrast characters and to advance the action</p> <p>*describe characters, settings and atmosphere with some precision</p> <p>*use complex plot structures</p> <p>*write an accurate précis</p> |
| Editing | <p>*re-read what they have written to check that it makes sense and discuss with teacher.</p> | <p>*discuss what they have written with the teacher or other pupils</p> <p>*re-read what they have written to check that it makes sense and make changes if not.</p> | <p>*evaluate their writing with the teacher and other pupils</p> <p>*re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently – including verbs in the continuous form</p> <p>*proof-read to check for errors in spelling, grammar and punctuation</p> | <p>*evaluate own and others’ writing – with direction</p> <p>*re-read and check own writing against agreed criteria linked to spelling, grammar, punctuation and vocabulary</p> <p>*make changes to their own writing following a re-read</p> | <p>*evaluate own and others’ writing making suggestions for improvements including content, grammar and vocabulary</p> <p>*proof-read, edit and revise their own work</p> | <p>*evaluate own and others’ writing: proof-read, edit and revise – making changes which clarify descriptions and meaning</p> <p>*proof-read to ensure consistent and correct use of tense through a piece of writing; accurate spelling and punctuation</p> | <p>*evaluate own and others’ writing: proof-read, edit and revise – making assured changes to enhance effects and clarify meaning</p> <p>*proof-read to ensure correct subject and verb agreement when using singular and plural – distinguishing between the language of speech and writing and choosing</p> |
| Performing | <p>*Perform songs, rhymes, poems and stories with others</p> | <p>*read their writing aloud, clearly enough to be heard by their peers and the teacher</p> | <p>*read aloud what they have written with appropriate intonation to make the meaning clear</p> | <p>*read their own writing aloud to a group or whole class with appropriate intonation to make that the meaning is clear and sufficient volume to be heard</p> | <p>*read their own writing aloud to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> | <p>*perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear – beginning to show an awareness of audience</p> | <p>*confidently perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear – showing a developed awareness of audience</p> |
| Vocabulary | <p>* Use new vocabulary in different contexts</p> | <p>*join words and clauses using “and”</p> | <p>*expanded noun phrases to describe and specify</p> | <p>*extend the range of sentences with more than one clause by</p> | <p>*develop vocabulary range to develop a wider range of word</p> | <p>*use a thesaurus to expand vocabulary</p> | <p>*confidently use a thesaurus to find precise word choices</p> |

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| | | | | using a wider range of conjunctions including: when, if, because, although, after, while, before, so *know what a thesaurus is used for. | choices for adjectives, adverbs, conjunctions etc... *begin to use a thesaurus to find widen vocabulary | *choose vocabulary and grammar to suit formal and informal writing – with guidance *use vocabulary which is becoming more precise | and further expand vocabulary *select vocabulary and grammar to suit formal and informal writing with growing precision *use vocabulary which is varied, interesting and precise |
| Please ensure that grammar and punctuation objectives-including terminology- from the previous year are consolidated at the start of the year, if necessary. | | | | | | | |
| Grammar | *Articulate their ideas and thoughts in well-formed sentences. *Connect one idea or action using conjunctions such as ‘and’ and ‘because’ | | *use sentences with different forms – statement, question, exclamation, command *use the present and past tenses correctly and consistently including the progressive form *use subordination (when, if, that, because) and coordination (or and but) *use some features of written Standard English *suffixes to form new words (-ful, -er. -ness) | *use a range of sentence types which are usually grammatically accurate eg: commands, questions, statements *use coordinating and simple subordinating conjunctions to join clauses *identify and use a range of prepositions *consolidate knowledge of word classes: noun, adjective, verb, adverb *use a or an according to whether the next word begins with a consonant or vowel *use the past or present tense appropriate; sometimes use the present perfect eg: He has gone out to play. | *use a range of sentence types which are grammatically accurate and begin to use sentences containing more than one clause *use a variety of coordinating and subordinating conjunctions accurately *use sequencing conjunctions *vary sentence openers – including using fronted adverbials *use expanded noun phrases and adverbial phrases to expand sentences *identify the correct determiner eg: a, an, these, those *use the appropriate pronoun or noun within and across sentences to aid cohesion /avoid repetition *usually use the past or present tense and 1st / 3rd person consistently | *write a range of sentence structures which are grammatically accurate *understand ‘relative clause’ begins with relative pronouns – who, which, where, when, whose *indicate degrees of possibility using adverbs eg: perhaps, surely *indicate degrees of possibility using modal verbs *recognise the subjunctive form of the verb when appropriate *usually maintain the correct tense *begin to recognise active and passive voice *identify and select determiners (understand articles as specific determiners an, the, a) | *write a range of sentence structures (simple and complex) including relative clauses eg: using that, which *use modal verbs with precision to indicate degrees of possibility *maintain correct tense and control perfect form of verbs eg: He has collected some shells. *recognise and use the subjunctive form of the verb when appropriate *understand and use active and passive voice (to show the flow of ‘power’) *identify the subject and object *identify synonyms and antonyms |

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| Punctuation | * punctuate a simple sentence that can be read by others and includes a capital letter and full stop. | *begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark *use a capital letter for names of people, places, days of the week and the personal pronoun I | *use familiar and new punctuation correctly including – full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for omission and singular possession | *demarcate sentences with increasing confidence including capital letters, full stops, question marks, exclamation marks *begin to use commas to separate items in a list. *accurately use apostrophes for omission in contracted words-don't, can't etc. * accurately use apostrophes for possession in singular nouns and start to develop understanding of this with plural nouns. *identify direct speech and begin to use inverted commas to demarcate direct speech | *accurately demarcate sentences including capital letters, full stops, question marks and exclamation marks. *use commas accurately in lists. *use commas consistently after fronted adverbials. *use apostrophes correctly for omission in contracted words. *accurately use apostrophes for possession with singular and plural nouns. *use inverted commas accurately for direct speech and associated speech punctuation. | *accurately demarcate sentences containing a relative clause with a comma, dashes and brackets. *use dashes, commas and brackets to indicate parenthesis. *begin to use commas to avoid ambiguity or clarify meaning. *begin to use a colon to introduce a list. *use a bullet points consistently. | *confidently demarcate sentences containing a relative clause with commas, dashes and brackets. *confidently use dashes, commas and brackets to indicate parenthesis. *confidently use commas to avoid ambiguity or clarify meaning. *use hyphens to avoid ambiguity *use semi-colons to mark boundaries between independent clauses. *confidently and consistently use bullet points. *use a colon to introduce a list of 3 after a complete sentence. |
| Grammatical terminology | *letter, word, capital letter, full stop | *letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark | *noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, past tense, present tense, apostrophe, comma | *preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas | determiner, pronoun, possessive pronoun, adverbial, fronted 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 |