



# Progression in writing

	YFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Spelling-phonics and whole word</b></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><b>*write words spelt ei, eigh or ey</b></p> <p><b>*write words spelt ch eg: scheme, chemist, chef, brochure</b></p> <p><b>* Spell homophones as detailed in the Y3 spelling scheme [break/brake, son/sun, plain/plane etc]</b></p>	<p><b>*write words spelt sc eg: science, discipline, crescent</b></p> <p><b>*write words ending with gue and que eg: league, tongue, antique</b></p> <p><b>* Spell homophones as detailed in the Y4 spelling scheme. [mane/main, peace/piece, mail/male etc]</b></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><b>Spelling-other word building</b></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><b>*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]</b></p> <p><b>*Begin to understand and place the possessive apostrophe in words with regular plurals [for example, girls’, boys’] and in words with irregular</b></p>	<p><b>* 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]</b></p> <p><b>* confidently place the possessive apostrophe accurately in words with regular plurals [for example, girls’,</b></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-</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>

				<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>boys'] and in words with 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>enter *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>
<b>Transcription</b>		<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><b>*Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught in Y3</b></p>	<p><b>* Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught in Y4</b></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>
<b>Handwriting</b>	<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><b>*writing is legible</b>  <b>*letters are consistent in size and formation</b>  <b>*capital letters are the correct size relative to lower case</b>  <b>*writing is spaced sufficiently so that ascenders and descenders do not meet</b>  <b>*diagonal and horizontal strokes are used consistently to join letters</b>  <b>*know which letters, when adjacent, are best left un-joined</b></p>	<p><b>*writing is legible and fluent</b>  <b>*all letters and digits are consistently formed and of the correct size, orientation and relationship to one another</b>  <b>*down strokes of letters are mostly parallel and equidistant</b>  <b>*writing is spaced sufficiently so that ascenders and descenders do not meet</b>  <b>*appropriate letters are joined consistently</b></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>

<p><b>Context for writing</b></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><b>*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</b></p> <p><b>*write to suit purpose showing some features of the genre being taught</b></p>	<p><b>*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</b></p> <p><b>*write to suit purpose and with a growing awareness of audience, using some appropriate features</b></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><b>Planning</b></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><b>Begin to plan their writing by discussing and recording ideas on a variety of proformas</b></p>	<p><b>Continue to plan their writing by discussing and recording ideas on a wider variety of proformas</b></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><b>Drafting</b></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><b>*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)</b></p>	<p><b>* 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)</b></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>

				<p><b>*Begin to draft and write by understanding when we use paragraphs and organising paragraphs around a theme. E.g. TIP TOP</b></p> <p><b>* begin to create settings, characters and plot</b></p> <p><b>*use simple organisational devices [for example, headings and sub-headings]</b></p>	<p><b>*Draft and write by organising paragraphs around a theme [fiction and non-fiction]</b></p> <p><b>* create settings, characters and plot</b></p> <p><b>*use some organisational devices [for example, headings and sub-headings]</b></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>
<b>Editing</b>	<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>
<b>Performing</b>	<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>

<b>Vocabulary</b>	* Use new vocabulary in different contexts	*join words and clauses using “and”	*expanded noun phrases to describe and specify	*extend the range of sentences with more than one clause by using a wider range of conjunctions including: when, if, because, although, after, while, before, so *know what a thesaurus is used for.	*develop vocabulary range to develop a wider range of word choices for adjectives, adverbs, conjunctions etc... *begin to use a thesaurus to find widen vocabulary	*use a thesaurus to expand vocabulary *choose vocabulary and grammar to suit formal and informal writing – with guidance *use vocabulary which is becoming more precise	*confidently use a thesaurus to find precise word choices 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
<b>Please ensure that grammar and punctuation objectives-including terminology- from the previous year are consolidated at the start of the year, if necessary.</b>							
<b>Grammar</b>	*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	*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

					cohesion /avoid repetition *usually use the past or present tense and 1st / 3rd person consistently		
<b>Punctuation</b>	* 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 security including capital letters, full stops, question marks, exclamation marks; commas to separate items in lists and apostrophe for both omission and possession *identify direct speech and begin to use inverted commas for direct speech	*use sentence demarcation with accuracy including capital letters, full stops, question marks, exclamation marks, commas to separate items in lists and for fronted adverbials and use apostrophes correctly for both omission and possession *use inverted commas accurately for direct speech	*demarcate sentences correctly – use a comma for a pause in complex sentences *begin to use punctuation for parenthesis: brackets, commas and dashes	*use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; ellipsis; consistent use of bullet points
<b>Grammatical terminology</b>	*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