



Writing Progression

	30-50 months	40-60 months	40-60 months +
Writing	<p>Sometimes give meaning to marks as they draw and paint.</p> <p>Ascribe meanings to marks that they see in different places.</p>	<p>Give meaning to marks they make as they draw, write and paint.</p> <p>Begin to break the flow of speech into words.</p> <p>Continue a rhyming string.</p> <p>Hear and say the initial sound in words.</p> <p>Segment the sounds in simple words and blend them together.</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Write own name and other things such as labels, captions.</p> <p>Attempt to write short sentences in meaningful contexts.</p> <p>Use his/her phonic knowledge to write words in ways which match their spoken sounds (ELG)</p> <p>Writes some irregular common words (ELG)</p> <p>Writes simple sentences which can be read by himself/herself and others (ELG)</p> <p>Spells some words correctly and others are phonetically plausible (ELG)</p>	<p>Spells phonically regular words of more than one syllable as well as many irregular but high frequency words (ELG Exc)</p> <p>Uses key features of narrative in his/her own writing (ELG Exc)</p>

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling	<p>Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others.</p> <p>Spell words containing each of the 40+ phonemes already taught.</p> <p>Identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes.</p> <p>Spell some common exception words (e.g. I, the, he, said, of)</p> <p>Spell days of the week.</p> <p>Name the letters of the alphabet in order.</p> <p>Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.</p> <p>Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.</p>	<p>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others.</p> <p>Spell by learning new ways of spelling phonemes for which one or more spellings are already known and learn some words with each spelling, including a few common homophones.</p> <p>Spell many common exception words.</p> <p>Spell most common exception words.</p> <p>Spell some words with contracted forms.</p> <p>Spell by learning the possessive apostrophe (singular) e.g. the girl's book.</p> <p>Spell by distinguishing between homophones and near-homophones.</p> <p>Add suffixes to spell longer words correctly, including -ment, -ness, -ful, -less, -ly.</p> <p>Apply spelling rules and guidance, as listed in English Appendix 1.</p>	<p>Use the prefixes un-, dis-, mis-, re-, pre-.</p> <p>Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.</p> <p>Use the suffix -ly.</p> <p>Spelling words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature.</p> <p>Spell words with endings which sound like 'zhun' e.g. division, decision.</p> <p>Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meat, peace/piece, plain/plane.</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. gym, myth.</p> <p>Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.</p>	<p>Use the prefixes in-, im-, il-, i-, r, sub-, inter-, super-, anti-, auto-</p> <p>Understand and add suffixes -ation, -ous.</p> <p>Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician.</p> <p>Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.</p> <p>Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.</p> <p>Spell more complex words that are often misspelt for years 3 and 4 (English Appendix 1)</p> <p>Spell the words with the 's' sound spelt 'sc' e.g. science, scene.</p> <p>Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with</p>	<p>Spell word endings which sound like 'shush' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.</p> <p>Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.</p> <p>Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance.</p> <p>Spell words ending in -able and -ible and -ably and -ibly e.g. adorable, possible, adorably, possibly.</p> <p>Spell words containing the letter string 'ough' e.g. bought, rough, through, bough.</p> <p>Spell some words with silent letters e.g. knight psalm, solemn.</p> <p>Spell some of the year 5 and 6 words correctly (English Appendix 1)</p> <p>Use knowledge of morphology and etymology in spelling and understand the spelling of some words needs to be learnt specifically (English Appendix 1)</p>	<p>Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.</p> <p>Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.</p> <p>Distinguish between homophones and other words which are often confused e.g. nouns end -ce and verbs end -se (English Appendix 1)</p> <p>Use dictionaries to check the spelling and meaning of words, including uncommon or ambitious vocabulary.</p> <p>Spell most of the year 5 and 6 words correctly (English Appendix 1)</p> <p>Use knowledge of morphology and etymology in spelling and understand the spelling of some words needs to be learnt specifically (English Appendix 1)</p> <p>Use a thesaurus with confidence.</p>

	<p>Add prefixes and suffixes using the prefix un-</p> <p>Add prefixes and suffixes using -ing, -ed, -er, -est where no change is needed in the spelling of root words e.g. helping, helped, helper.</p> <p>Apply simple spelling rules and guidance as listed in English Appendix 1.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop)</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>Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.</p> <p>Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.</p> <p>Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>irregular plurals e.g. children's.</p> <p>Use the first three or four letters of a word to check its spelling in a dictionary.</p> <p>Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>Use a thesaurus.</p>	
<p>Handwriting</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Form most lower-case letters correctly.</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p>	<p>Form lower-case letters of the correct size relative to one another in most of his/her writing.</p> <p>Use the diagonal and horizontal strokes needed to join letters.</p> <p>Understand which letters, when adjacent to one</p>	<p>Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of his/her handwriting e.g. by</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that</p>	<p>Write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Write increasingly legibly.</p>	<p>Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined.</p> <p>Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.</p>

	<p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.</p>	<p>another, are best left unjoined .</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>beginning to ensure that the downstrokes of letters are parallel and equidistance; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>the downstrokes of letters are parallel and equidistance; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>		
<p>Composition – planning</p>	<p>Write sentences by saying out loud what he/she is going to write about, after discussion with the teachers.</p>	<p>Plan or say out loud what he/she is going to write about.</p> <p>Write down ideas and/or key words, including new vocab.</p> <p>Encapsulate what he/she wants to say, sentence by sentence</p>	<p>Discuss writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary.</p> <p>Record ideas within a given structure.</p>	<p>Discuss writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discuss and record ideas.</p>	<p>Identify the audience for and purpose of the writing, using other similar writing as models for own.</p> <p>Note and develop initial ideas, drawing on reading where necessary.</p> <p>Consider how authors have developed characters and settings in what the class have read, listened to or seen performed.</p>	<p>Identify the audience for and the purpose of writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary, direct address in instructions and persuasive writing).</p> <p>Note and develop initial ideas, drawing on reading and research where necessary.</p> <p>Have reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed.</p>

<p>Composition - draft and write</p>	<p>Write down one of the sentences that he/she has rehearsed.</p> <p>Compose and write sentences independently to convey ideas.</p> <p>Write sentences, sequencing them to form narratives (real or fictional)</p>	<p>Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional).</p> <p>Write about real events, recording these simply and clearly.</p> <p>Write poetry to develop positive attitudes and stamina for writing.</p> <p>Write for different purposes to develop positive attitudes and stamina for writing.</p> <p>Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing.</p>	<p>Compose and rehearse sentences orally, building a varied and rich vocabulary and using sentences and structures (English Appendix 2).</p> <p>Organise writing into paragraphs as a way of grouping related material.</p> <p>Create settings, characters and plot.</p> <p>Use headings and sub-headings to organise non-narrative texts.</p>	<p>Compose and rehearse sentences orally (including dialogue), building a varied and rich vocabulary and using sentences and structures (English Appendix 2).</p> <p>Organise paragraphs around a theme.</p> <p>Create settings, characters and plot with consideration for the audience and purpose.</p> <p>Use simple organisational devices for non-narrative material.</p>	<p>Select appropriate grammar and vocabulary, including that within English Appendix 2.</p> <p>Describe settings, characters and atmosphere and integrating dialogue to convey character.</p> <p>Precise longer passages.</p> <p>Use devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly.</p> <p>Link ideas across paragraphs using adverbials of time (e.g. later) place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before).</p> <p>Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining.</p> <p>Use different verb forms mostly accurately with consideration for audience and purpose.</p>	<p>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models how own writing (e.g. literary language, characterisation, structure).</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Describe settings, characters and atmosphere.</p> <p>Integrate dialogue to convey character and advance the action.</p> <p>Accurately precise longer passages.</p> <p>Link ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis.</p> <p>Use organisational and presentational devices to structure text and to guide</p>
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						the reader e.g. headings, sub-headings, columns, bullets or tables.
Composition – edit and improve	<p>Write sentences by re-reading what he/she has written to check that it makes sense.</p> <p>Discuss what he/she has written with the teacher or other pupils.</p>	<p>Make simple additions, revisions and corrections to his/her own writing by...</p> <ul style="list-style-type: none"> - evaluating with the teacher and other pupils. - Re-reading to check that it makes sense and that verbs to indicate time are used correctly and consistently, including in the continuous form. <p>Proof-reading by checking for errors in spelling, grammar and punctuation or adding/improving words and phrases independently or following a conversation with the teacher.</p>	<p>Assess the effectiveness of own writing.</p> <p>Propose changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions.</p> <p>Proof-read for spelling errors and punctuation – including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes.</p>	<p>Assess the effectiveness of own and others’ writing and suggesting improvements.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.</p> <p>Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials.</p>	<p>Assess the effectiveness of own and others’ writing.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2)</p> <p>Ensure mostly consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.</p> <p>Proof-read for spelling errors linked to spelling statements for year 5.</p> <p>Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity.</p>	<p>Assess the effectiveness of own and others’ writing with reasoning.</p> <p>Propose reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2)</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure correct subject and verb agreement when using singular and plural.</p> <p>Distinguish between the language of speech and writing and choosing the appropriate register.</p> <p>Proof-read for spelling errors linked to spelling statements for year 6.</p> <p>Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of</p>

						bullet points in lists, use of hyphens.
Composition – performance	Read aloud his/her writing clearly enough to be heard by peers and the teacher.	Read aloud what he/she has written with appropriate intonation to make the meaning clear.	Read his/her own writing aloud, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Confidently read own writing aloud, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear.	Confidently perform own compositions, using appropriate intonation, volume and movement so that meaning is clear.
Vocabulary and Grammar	<p>Use regular plural noun suffixes -s or -es e.g. dogs, wishes, including the effects of these suffixes on the meaning of the noun.</p> <p>Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper.</p> <p>Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation (unkind) or undoing (untie the boat)</p> <p>Understand how words can combine to make sentences.</p> <p>Join words and clauses using 'and'.</p> <p>Separate words with spaces.</p>	<p>Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard.</p> <p>Form adjectives using suffixes such as -ful, -less.</p> <p>Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest.</p> <p>Use co-ordination (using or, and, but) and some subordination (using when, if, that because) to join clauses.</p> <p>Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour.</p> <p>Understand how the grammatical patterns in a</p>	<p>Form nouns using a range of prefixes e.g. super-, anti-, auto-.</p> <p>Use the forms a or an according to whether the next word begins with a consonant or vowel sound e.g. a rock, an hour, an open box.</p> <p>Identify word families based on common root words e.g. solve, solution, solver, dissolve, insoluble.</p> <p>Express time, place and cause using co-ordinating and subordinating conjunctions (e.g. when, before, after, while, so, because) adverbs (e.g. then, next, soon, therefore) or prepositions (e.g. before, after, during, in)</p>	<p>Understand the grammatical difference between plural and possessive -s.</p> <p>Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, I did instead of I done.</p> <p>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to the strict maths teacher with curly hair.</p> <p>Use fronted adverbials e.g. Later that day, I heard the bad news.</p> <p>Use paragraphs to organise ideas around a theme.</p>	<p>Convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify.</p> <p>Understand verb prefixes e.g. dis-, de-, mis-, over- and re-.</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.</p> <p>Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must.</p> <p>Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.</p> <p>Link ideas across paragraphs using</p>	<p>Understand and use effectively vocabulary of informal speech and vocabulary appropriate for formal speech and writing e.g. find out – discover, ask for – request.</p> <p>Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little.</p> <p>Use the passive to affect the presentation of information in a sentence e.g. I broke the window versus The window was broken (by me).</p> <p>Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags (he's your friend, isn't</p>

		<p>sentence indicate its function as a statement, question, exclamation or command.</p> <p>Use present and past tense mostly correctly and consistently.</p> <p>Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting.</p>	<p>Begin to use paragraphs as a way to group related material.</p> <p>Use headings and sub-headings to aid presentation.</p> <p>Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play.</p>	<p>Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p>	<p>adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before)</p>	<p>he?) or the use of subjunctive forms (if I were, were they to come) in some very formal writing and speech.</p> <p>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</p> <p>Link ideas within and across paragraphs using a wider range of cohesive devices (repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, as a consequence and ellipsis).</p> <p>Use layout devices e.g. headings, sub-headings, columns, bullets, tables to structure a text.</p> <p>Use the perfect form of verbs to mark relationships of time and clause.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p>
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<p>Punctuation</p>	<p>Use capital letters and full stops to demarcate sentences in some of his/her writing.</p> <p>Begin to punctuate work using question marks and exclamation marks.</p> <p>Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'.</p>	<p>Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required.</p> <p>Use questions marks and exclamation marks appropriately.</p> <p>Use commas to separate items in a list.</p> <p>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name.</p>	<p>Begin to use inverted commas to punctuate direct speech.</p>	<p>Use inverted commas and other punctuation to indicate direct speech e.g. "Sit down!" (comma after the reporting clause, end punctuation within inverted commas.</p> <p>Use apostrophes to mark plural possession e.g. the girl's name, the girls' names.</p> <p>Use commas after fronted adverbials.</p>	<p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p>	<p>Use the semi-colon, colon and dash e.g. when writing lists of as the boundary between independent clauses.</p> <p>Use the colon to introduce a list and semi-colons within lists.</p> <p>Use bullet points to list information.</p> <p>Understand how hyphens can be used to avoid ambiguity e.g. man eating shark or man-eating shark.</p> <p>Use the full range of punctuation taught at KS2 and use this to enhance meaning and avoid ambiguity.</p>
<p>Key Terminology</p>	<p>letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</p>	<p>noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma.</p>	<p>preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas.</p>	<p>determiner, pronoun, possessive pronoun, adverbial.</p>	<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</p>	<p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, solon, semi-colon, bullet points.</p>