

Progression in writing			
	Reception	Year 1	Year 2
Phonic & whole word spelling	*Children use their phonic knowledge to write words in ways which match their spoken sounds. *Write some irregular common words. Some words spelt correctly and others are phonetically plausible.	• words containing taught 40+ phonemes • common exception words • the days of the week • name the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound	• segment spoken words into phonemes and represent these by graphemes, spelling many correctly • learn new ways of spelling phonemes for 1 or more spellings and learn some words with each spelling, including a few common homophones • spell common exception words • distinguishing between homophones and near-homophones
Other word building spelling	See phonics, spelling & handwriting LTP. Begins to form legible graphemes and CEW related to order of SSP.	• use spelling rules -s or -es as the plural for nouns and 3rd person singular for verbs • using the prefix un- • using -ing, -ed, -er and -est where no change is needed in the spelling of root words • apply simple spelling rules and guidance from Appendix 1	• learn the possessive apostrophe (singular) • learn to spell more words with contracted forms • add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly • apply spelling rules & guidelines from Appendix 1
Transcription	Write simple sentences which can be read by themselves and others.	• write from memory simple sentences dictated by teacher including GPC words, & common exception words taught so far.	• write from memory simple sentences dictated including GPC words, common exception words, punctuation taught so far.
Handwriting	See phonics, spelling, handwriting LTP. Fine motor skills. Use RWI motions to understand the basis of letter formation. -Make marks with a variety of media - Begin to form legible letters in jotters	• 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' and to practise these	• form lower-case letters of the correct size relative to one another • start using some diagonal and horizontal strokes needed to join letters and understand which to leave unjoined • write capital letters and digits of the correct size, orientation • use spacing between words that reflects the size of the letters.
Contexts for writing	Write short sentences in meaningful contexts. Show understanding of different types of text.	Writes short sentences in meaningful contexts. Understand a variety of different text types	• writing narratives about personal experiences and of others (real and fictional) • writing about real events • writing poetry • writing for different purposes
Planning writing	Opportunities during play.	• say out loud what they are going to write • compose a sentence orally before writing	• planning or saying out loud what they are going to write about
Drafting writing	Write for different purposes. Read sentences aloud.	• sequence sentences to form short narratives • re-reading what they have written to check that it makes sense	• write ideas, key words, including new vocabulary • encapsulating what they want to say, sentence by sentence
Editing writing		• discuss what they have written with the teacher or other pupils	• evaluate their writing with teacher & pupils • reread to check their writing makes sense and that verbs to indicate time are used correctly, including continuous form verbs • proofreading to check for errors in spelling, grammar and punctuation
Performing writing	Reads sentences aloud.	• read their writing aloud clearly enough to be heard by their peers and the teacher.	• read aloud what they have written with appropriate intonation to make the meaning clear
Vocabulary	Contextual vocabulary taught through play.	• leaving spaces between words • joining words and clauses using "and"	• expanded noun phrases to describe and specify
Grammar	Able to speak, hold and write a simple sentence across all areas of learning. Begin to extend a sentence using a conjunction	• regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • un- prefix to change meaning of adjectives/adverbs • combine words to make sentences, including using and • Sequence sentences to form short narratives • separation of words with spaces • sentence demarcation (. ! ?) • capital letters for names and pronoun 'I')	• sentences with different forms: statement, question, exclamation, command • use present and past tenses correctly • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • some features of written Standard English • suffixes to form new words (-ful, -er, -ness) • sentence demarcation • commas in lists • apostrophes for omission & singular possession
Punctuation	P,S,H LTP - Knows and begins to use capital letters & full stops - 'Kung-Fu' Punctuation.	• begin to punctuate using capital letters, full stop, question mark, exclamation mark • use a capital letter for names of people, places, the days of the week, and for 'I'	• learn how to use familiar and new punctuation correctly: full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contraction and possession
Grammar Terminology	phonemes, sounds, graphemes, blend, segment, word, sentence, sense, capital letter, full stop, conjunction	letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark, conjunction, adjective	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, verb tense (past, present), apostrophe, comma, conjunction, apostrophe for contraction & possession, standard English

Progression in writing		
	Year 3	Year 4
Phonic & whole word spelling	• spell further homophones • spell words that are often misspelt (Appendix 1)	• spell further homophones • spell words that are often misspelt (Appendix 1)
Other word building spelling	• use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary	• use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary
Transcription	• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Handwriting	• 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 • increase the legibility, consistency and quality of their handwriting	• 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 • increase the legibility, consistency and quality of their handwriting
Contexts for writing	• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	• 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	• discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	• discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
Drafting writing	• organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices (headings & subheadings)	• organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices (headings & subheadings)
Editing writing	• assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors	• assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors
Performing writing	• 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.	• 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	• extend range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause (and place)	• extend range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause (and place)
Grammar	• using the present perfect form of verbs in contrast to the past tense • form nouns using prefixes (super-, anti-) • use the correct form of 'a' or 'an' • word families based on common words (solve, solution, dissolve, insoluble)	• using fronted adverbials • difference between plural and possessive -s • Standard English verb inflections (I did vs I done) • extended noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion
Punctuation	• using and punctuating direct speech (i.e. Inverted commas)	• using commas after fronted adverbials • indicating possession by using the possessive apostrophe with singular and plural nouns • using and punctuating direct speech (including punctuation within and surrounding inverted commas)
Grammar Terminology	adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks'), co-ordinating conjunction, subordinating conjunction, present/past progressive.	determiner, pronoun, possessive pronoun, adverbial, fronted adverbial, expanded noun phrase, Revise all Y3 terminology Commas in clauses and after adverbials

Progression in writing		
	Year 5	Year 6
Phonic & whole word spelling	• spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused • use 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	• spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused • use 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
Other word building spelling	• use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	• use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Transcription		
Handwriting	• choose which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task	• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task
Contexts for writing	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning writing	• noting and developing initial ideas, drawing on reading and research where necessary	• noting and developing initial ideas, drawing on reading and research where necessary
Drafting writing	• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précisising longer passages• using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader	• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précisising longer passages• using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader
Editing writing	• assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors	• assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors
Performing writing	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	• use a thesaurus • using expanded noun phrases to convey complicated information concisely • use modal verbs or adverbs to indicate possibility	• use a thesaurus • using expanded noun phrases to convey complicated information concisely • use modal verbs or adverbs to indicate possibility
Grammar	• using the perfect form of verbs to mark relationships of time and cause • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun• converting nouns or adjectives into verbs • verb prefixes • devices to build cohesion, including adverbials of time, place and number	• recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms• using passive verbs to affect the presentation of information in a sentence• using the perfect form of verbs to mark relationships of time and cause• differences in informal and formal language• synonyms & Antonyms• further cohesive devices such as grammatical connections and adverbials• use of ellipsis
Punctuation	• using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis	• using hyphens to avoid ambiguity• using semicolons, colons or dashes to mark boundaries between independent clauses• using a colon to introduce a list punctuating bullet points consistently
Grammar Terminology	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, determiner, cohesion, ambiguity, present perfect, past perfect, thesaurus Commas to clarify meaning	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, subjunctive form Master the use of the comma

