Writing Progression – Year 1 (taken from the National Curriculum)

Phonic & Whole word spelling	**Other word building spelling**	**Transcription**	**Handwriting**
• words containing each of the 40+ phonemes taught • 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	• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker 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	• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	• 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
Contexts for Writing	**Planning Writing**	**Drafting Writing**	**Editing Writing**
	• saying out loud what they are going to write about • composing a sentence orally before writing it	• sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense	• discuss what they have written with the teacher or other pupils
Performing writing	**Vocabulary**	**Grammar**	**Punctuation**
• read their writing aloud clearly enough to be heard by their peers and the teacher.	• leaving spaces between words • joining words and joining clauses using "and"	• regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • un- prefix to change meaning of adjectives/adverbs • to combine words to make sentences, including using and • Sequencing sentences to form short narratives • separation of words with spaces • sentence demarcation (. ! ?) • capital letters for names and pronoun 'I')	• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Writing Progression – Year 2 (taken from the National Curriculum)

Phonic & Whole word spelling	**Other word building spelling**	**Transcription**	**Handwriting**
• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning 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 homophones • learning to spell common exception words • distinguishing between homophones and near-homophones	• learning the possessive apostrophe (singular) • learning to spell more words with contracted forms • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidelines from Appendix 1	• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	• 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.
Contexts for Writing	**Drafting Writing**	**Editing Writing**	
• writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes	• writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence	• evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation	
Planning Writing	**Performing writing**	**Vocabulary**	
• planning or saying out loud what they are going to write about	• read aloud what they have written with appropriate intonation to make the meaning clear	• expanded noun phrases to describe and specify	

Grammar	**Punctuation**
• sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly and consistently including the progressive form • 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 posession	• 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)

Writing Progression – Year 3 (taken from the National Curriculum)

Phonic & Whole word spelling	**Other word building spelling**	**Transcription**	**Handwriting**
• spell further homophones • spell words that are often misspelt (Appendix 1)	• 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	• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	• 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	**Planning Writing**	**Drafting Writing**	**Editing 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 and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	• organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices (headings & subheadings)	• 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	**Vocabulary**	**Grammar**	**Punctuation**
• 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.	• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause (and place)	• 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 and punctuating direct speech (i.e. Inverted commas)

Writing Progression – Year 4 (taken from the National Curriculum)

Phonic & Whole word spelling	**Other word building spelling**	**Transcription**	**Handwriting**
• spell further homophones • spell words that are often misspelt (Appendix 1)	• 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	• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	• 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	**Planning Writing**	**Drafting Writing**	**Editing 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 and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	• organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices	• 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	**Vocabulary**	**Grammar**	**Punctuation**
• 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.	• extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	• using fronted adverbials • difference between plural and possesive -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	• using commas after fronted adverbials • indicating possession by using the possessive apostrophe with singular and plural nouns • using and punctuating direct speech (including pucntuation within and surrounding inverted commas

Writing Progression – Year 5 (taken from the National Curriculum)

Phonic & Whole word spelling	**Other word building spelling**	**Transcription**	**Handwriting**
• 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	• 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		• 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	**Planning Writing**	**Drafting Writing**	**Editing 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	• noting and developing initial ideas, drawing on reading and research where necessary	• 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 • précising 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	• 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	**Vocabulary**	**Grammar**	**Punctuation**
• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	• use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility	• 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	• using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis

Writing Progression – Year 6 (taken from the National Curriculum)

<table>
<tr><td>Phonic & Whole word spelling</td><td></td><td>Other word building spelling</td><td>Handwriting</td></tr>
<tr><td colspan="2">• 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</td><td>• 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</td><td>• 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</td></tr>
<tr><td>Contexts for Writing</td><td colspan="2">Drafting Writing</td><td>Editing Writing</td></tr>
<tr><td>• 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</td><td colspan="2" rowspan="3">• 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
• précising 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</td><td rowspan="3">• 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</td></tr>
<tr><td>Planning Writing</td></tr>
<tr><td>• noting and developing initial ideas, drawing on reading and research where necessary</td></tr>
<tr><td>Performing writing</td><td colspan="2">Grammar</td><td>Punctuation</td></tr>
<tr><td>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</td><td colspan="2" rowspan="3">• 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</td><td rowspan="3">• 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</td></tr>
<tr><td>Vocabulary</td></tr>
<tr><td>• use a thesaurus
• using expanded noun phrases to convey complicated information concisely
• using modal verbs or adverbs to indicate degrees of possibility</td></tr>
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