## Writing Progression of skills

*Teachers should also refer to the statutory terminology for pupils outlined in Appendix 2 each year to ensure all required grammatical terms are explicitly taught, used and revisited across the key stages.*

### Year R writing

| Composition | Spelling | Handwriting | Vocabulary, Grammar, Punctuation |
|---|---|---|---|
| *Listen to and talk about stories to build familiarity and understanding.*<br><br>*Articulate their ideas and thoughts in well-formed sentences.*<br><br>*Re-read what they have written to check that it makes sense.* | *Spell words by identifying the sounds and then writing the sound with letter/s.* | *Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.* | *Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.* |

### Year one writing

| Composition | Spelling | Handwriting | Vocabulary, Grammar, Punctuation |
|---|---|---|---|
| *EXPERIENCES - develop sentence writing*<br>*PLANNING - say out loud what they are going to write about*<br>*DRAFTING - compose a sentence orally before writing it*<br>*- sequence sentences to form short narratives*<br>*EDITING - re-read what they have written to check that it makes sense*<br>*- discuss what they have written with the teacher or other pupils*<br>*READ ALOUD their writing, clearly enough to be heard by their peers and the teacher.* | *spell words containing each of the 40+ phonemes already taught*<br>*- spell common exception words*<br>*- spell the days of the week*<br>*- name the letters of the alphabet in order*<br>*- use letter names to distinguish between alternative spellings of the same sound*<br>*- add prefixes and suffixes:*<br>*- use the spelling rule for adding –s or –es as the plural marker for nouns and third person singular marker for verbs*<br>*- use the prefix un–*<br>*- use –ing, –ed, –er and –est where no change is needed in the spelling of root words [ie, helping, helped, helper, eating, quicker, quickest]*<br>*- apply simple spelling rules, as listed in* ***Appendix 1***<br>*- write from memory simple sentences dictated by the teacher that include words using the Grapheme Phoneme Correspondences and common exception words taught so far.* | *- sit correctly at a table, holding a pencil comfortably and correctly*<br>*- begin to form lower-case letters in the correct direction, starting and finishing in the right place*<br>*- form capital letters*<br>*- form digits 0-9*<br>*- understand which letters belong to which handwriting 'families' (ie, letters that are formed in similar ways) and to practise these.* | ***Suggested order to teach:***<br>*concepts set out in* ***Appendix 2***<br>*- leave spaces between words*<br>*-begin to punctuate sentences using capital letters, full stops, question marks or explanation marks*<br>*- recognise statements, questions and explanations*<br>*- recognise nouns (singular and plural) as objects, people and places, and use them appropriately*<br>*-use capital letters for names, people, places, days of the week and the personal pronoun 'I'*<br>*-understand the job of an adjective and begin to use them to create simple noun phrases*<br>*-recognise verbs as actions/doing words and use them to create simple noun phrases*<br>*-recognise regular and irregular verbs (e.g. jump/jumped, take/took)*<br>*-I can write in the past and present tense*<br>*-join words and clauses using* ***and (some could be taught or, but, so, because)*** |

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| ***Year Two writing*** | | | |
| *Composition* | *Spelling* | *Handwriting* | *Vocabulary, Grammar, Punctuation* |
| *EXPERIENCES - develop positive attitudes and stamina for writing by tackling a range of genres*<br>*- write narratives about personal experiences and those of others (real and fictional)*<br>*- write about real / current events*<br>*- write poetry*<br>*- write for different purposes*<br>*PLANNING - consider what they are going to write before beginning:*<br>*- plan or say out loud what they are going to write about*<br>*DRAFTING - write down ideas and/or key words, including new vocabulary*<br>*- encapsulate what they want to say, sentence by sentence*<br>*EDITING - make simple additions, revisions and corrections to their own writing:*<br>*- evaluate their writing with the teacher and other pupils*<br>*- re-read to check that their writing makes sense and that verbs are used correctly and consistently*<br>*- proof-read to check for errors in spelling,*<br>*grammar and punctuation*<br>*READ ALOUD their writing, with appropriate intonation to make the meaning clear* | *- segment spoken words into phonemes and representing these by graphemes, spelling many correctly*<br>*- learn new ways of spelling phonemes and learn some words with each spelling, including a few common homophones*<br>*- learn to spell common exception words*<br>*- learn to spell more words with contracted forms*<br>*- learn the possessive apostrophe (singular) [for example, the girl's book]*<br>*- distinguish between homophones and near-homophones*<br>*- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly*<br>*- apply spelling rules and guidance, as listed in Appendix 1*<br>*- write from memory simple sentences dictated by the teacher that include words using the using the Grapheme Phoneme Correspondences and common exception words taught so far.* | *- form lower-case letters of the correct size relative to one another*<br>*- 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*<br>*- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters*<br>*- use spacing between words that reflects the size of the letters.* | ***Suggested order to teach:***<br>*- use and apply understanding of concepts set out in* ***Appendix 2***<br>*- learn how to use both familiar and new punctuation correctly including full stops, capital letters,*<br>*exclamation marks, question marks, commas for lists correctly*<br>*-understand proper nouns and use capital letters appropriately (e.g. people, places, days, months)*<br>*- use sentences with different forms: statement, question, exclamation, command*<br>*- use expanded noun phrases to describe and specify [for example, the blue butterfly, a deep, dark cave)*<br>*-Choose nouns precisely (e.g. puppy instead of young dog)*<br>*-Understand and use nouns, verbs and adjectives*<br>*-Recognise and use different pronouns (personal, subject, object, possessive) and use them appropriately*<br>*-Use suffixes to form nouns, adjectives and adverbs (e.g. –ment/-ness, -ful/-less, -ly)*<br>*- use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) to join clauses*<br>*-recognise verbs as doing words and being words (e.g. is, are, am, was, were)*<br>*- use the present and past tenses correctly and consistently including the progressive form (e.g. I sit/I am sitting, I sat/I was sitting)*<br>*-recognise regular and irregular verbs (e.g. jump/jumped, take/took)*<br>*-Begin to follow rules of Standard English (subject-verb agreement, consistency of tense)*<br>*-Begin to use inverted commas and the apostrophe for contraction and possession (singular) appropriately (e.g. I will=I'll, the pen's lid)* |

| ***Year Three writing*** | | | |
|---|---|---|---|
| *Composition* | *Spelling* | *Handwriting* | *Vocabulary, Grammar, Punctuation* |
| *EXPERIENCES - discuss similar writing /texts in order to learn new ideas for structure, vocabulary and grammar*<br>*PLANNING - discuss and record ideas informally before writing initial draft*<br>*- compose and rehearse sentences orally(including dialogue)*<br>*- build a varied and rich vocabulary linked to GPS and an increasing range of sentence structures*<br>*DRAFTING – introduce use of paragraphs linked to themes in writing.*<br>*- in narratives, create settings, characters and plot.*<br>*- in non-narrative writing, use simple organisational devices [e.g headings and sub- headings].*<br>*- assess the effectiveness of own and others' writing.*<br>*EDITING - suggest improvements, e.g changes to grammar and vocabulary to reflect consistent application of knowledge, with support.*<br>*- proof-read for spelling and punctuation errors.*<br>*READ ALOUD to a group or whole class –begin to use appropriate intonation and control the tone and volume so that the meaning is clear.* | *- use further prefixes and suffixes and understand how to add them* ***(Appendix 1)***<br>*- spell simple homophones – there, their, they're, too, to, two, where, wear*<br>*- spell common words that are often misspelt (Appendix 1)*<br>*- use the first two or three letters of a word to check its spelling in a dictionary*<br>*- write from memory simple sentences, dictated by the teacher that includes words and punctuation taught so far*<br>*Adding suffixes beginning with vowels to words of more than one syllable:*<br>*- doubling the consonant, forgotten*<br>*- the i sound as 'y' as in gym*<br>*- the u sound as ou as in touch*<br>*- -ation, -ly*<br>*- -sure, -ture, -er*<br>*- -sion, -tion*<br>*Adding prefix:*<br>*- un, dis, mis where they have negative meanings*<br>*ch as in chorus and in chef*<br>*-ei, -eigh,- ey* | *Continue to practise correct letter formation to develop speed and consistency*<br>*- use the diagonal and horizontal strokes that are needed to join letter*<br>*- understand which letters, when adjacent to one another, are best left unjoined*<br>*- increase the legibility, consistency and quality of their handwriting*<br>*- ensure that the downstrokes of letters are parallel and equidistant*<br>*– ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.* | ***Suggested order to teach:***<br>*- learn, use and develop understanding of concepts set out in* ***Appendix 2***<br>*-Recognise and use words from the same word families, and use prefixes and suffixes to change the word class (e.g. unhappy, happy, happiness)*<br>*-Understand which nouns can be proper nouns and use capital letters appropriately*<br>*-Understand statements, questions, exclamations and commands and use them appropriately*<br>*-Use a wide range of punctuation accurately and consistently (question marks, exclamation marks, commas in lists)*<br>*-Use expanded noun phrases to expand and specify (e.g. deep, dark cave/one cold night)*<br>*- extend range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although, while, so*<br>*-Start to show awareness of commas to mark clauses (e.g. when we arrived, it was nearly midnight)*<br>*-Begin to identify main and subordinate clauses (e.g. Maddy went to bed after brushing her teeth)*<br>*- use present perfect form of verbs in contrast to the past tense (e.g. I have seen that film before)*<br>*-Recognise and use different past and progressive verb tenses: simple past and present, past and present progressive)*<br>*-Use apostrophe for omission and possession (singular and regular plural nouns (e.g. the girl's game/the boys' dormitory)*<br>*-Recognise when and not to use an apostrophe (e.g. verbs-gives/sings-and plurals-houses/friends)*<br>*-Use inverted commas to punctuate direct speech*<br>*- use adverbs of manner (nervously/carefully)*<br>*- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]* |

| ***Year Four writing*** | | | |
|---|---|---|---|
| *Composition* | *Spelling* | *Handwriting* | *Vocabulary, Grammar, Punctuation* |
| *EXPERIENCES - discuss similar writing / texts in order to learn new ideas for structure, vocabulary and grammar.*<br>*- compare different genres of writing to explore differences and similarities*<br>*- link to own experiences to compose texts for specific purpose / audience*<br>*PLANNING - discuss and record ideas in detail before writing initial draft.*<br>*- compose and rehearse sentences orally (including dialogue).*<br>*- build a varied and rich vocabulary linked to GPS.*<br>*- develop an increasing range of sentence structures*<br>*DRAFTING - organise paragraphs around a theme.*<br>*- in narratives, create settings, characters and plot using models from own reading experiences.*<br>*- in non-narrative writing, use simple organisational devices [e.g. headings and sub-headings]*<br>*- assess the effectiveness of own and others' writing linked to improving skills.*<br>*EDITING - suggest improvements, e.g. changes to grammar and vocabulary to improve consistency*<br>*- proof-read independently for spelling and punctuation errors.*<br>*READ ALOUD confidently to a group or whole class - use appropriate intonation and control the tone and volume so that the meaning is clear.* | *- use further prefixes and suffixes and understand how to add them* ***(Appendix 1)***<br>*- spell further homophones, including near homophones, effect, affect*<br>*- spell common words that are often misspelt (Appendix 1)*<br>*- place the possessive apostrophe accurately in words with regular plurals [e.g., girls', boys'] and in words with irregular plurals [e.g children's]*<br>*- use the first two or three letters of a word to check its spelling in a dictionary*<br>*- write from memory simple sentences, dictated by the teacher that includes words and punctuation taught so far*<br>*Adding prefixes:*<br>*- -im-, re-, sub-, inter-, super-, anti-, auto*<br>*Adding suffixes:*<br>*- -ous*<br>*- -tion, -sion, -ssion, -cian*<br>*Spelling patterns*<br>*-gue, -que*<br>*sc – science* | *Apply knowledge of letter formation to produce consistently well formed and effective handwriting*<br>*- use the diagonal and horizontal strokes that are needed to join letter*<br>*- understand which letters, when adjacent to one another, are best left unjoined*<br>*- increase the legibility, consistency and quality of their handwriting*<br>*- ensure that the downstrokes of letters are parallel and equidistant*<br>*– ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch* | ***Suggested order to teach:***<br>*- learn, use and develop understanding of concepts set out in* ***Appendix 2***<br>*- choose nouns or pronouns appropriately for clarity and cohesion (e.g. Sam unwrapped his snack and picked up the wrapper. It tasted great.)*<br>*-Recognise and use collective nouns appropriately (e.g. swarm of bees, flight of stairs)*<br>*-Use determiners* ***a, an*** *and* ***the*** *appropriately*<br>*-Use a wide range of punctuation accurately and consistently (e.g. question marks, exclamation marks, commas in lists, inverted commas)*<br>*- use a wider range of conjunctions, to extend a range of sentences with more than one clause*<br>*-Identify main and subordinate clauses accurately and consistently*<br>*-Use powerful verbs to describe (e.g the man collapsed, instead of the man fell suddenly)*<br>*-Use appropriate tense choice for a task (simple past, past progressive, present perfect for narrative)*<br>*-I know and can follow the rules of standard English (subject-verb agreement, consistency of tense, avoidance of slang, avoidance of double negatives).*<br>*- Use the apostrophe for contraction and possession (including regular and plural nouns e.g. Jessica's book/the children's hobby).*<br>*- use and punctuate direct speech correctly with inverted commas and other punctuation*<br>*- use commas after fronted adverbials (e.g. Later that day...cautiously,)*<br>*- Recognise the difference between a clause and a phrase and use both appropriately (e.g. At midnight,..../When the clock struck midnight,...)*<br>*-Use conjunctions, adverbs and prepositions to express time, place and cause (e.g. I'd never been before/She ate before she went out/He washed before tea)*<br>*-Use expanded noun phrases with modifying adjectives and prepositional phrases (e.g....in an isolated cottage at the top of the hill)* |

| ***Year Five writing*** | | | |
|---|---|---|---|
| *Composition* | *Spelling* | *Handwriting* | *Vocabulary, Grammar, Punctuation* |
| *EXPERIENCES / PLANNING*<br>*- identify audience and purpose*<br>*- select appropriate form, use similar writing as model*<br>*- note and develop initial ideas, drawing on reading and research*<br>*- consider how authors develop characters and settings*<br>*DRAFTING - select appropriate grammar and vocabulary, showing how meaning can be enhanced*<br>*- describe settings, characters and atmosphere*<br>*-integrate dialogue to convey character and advance the action*<br>*- begin to use a wide range of devices to build cohesion across paragraphs e.g. then, after, that, this, firstly.*<br>*- use organisational and presentational devices to structure text and guide the reader*<br>*EDITING – begin to assess the effectiveness of own and others' writing*<br>*- propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning*<br>*- ensure the consistent and correct use of tense throughout*<br>*- ensure correct subject and verb agreement, singular and plural*<br>*- distinguish between language of direct and indirect speech and writing*<br>*- proof-read for spelling / punctuation errors*<br>*READ ALOUD - perform own compositions, use appropriate intonation, volume and movement so that meaning is clear.* | *- use further prefixes and suffixes and understand the guidance for adding them*<br>*- continue to distinguish between homophones and other words which are often confused*<br>*- use dictionaries to check the spelling and meaning of words*<br>*- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary*<br>*- use a thesaurus* | *- write legibly, fluently and with increasing speed*<br>*- choose which shape of a letter to use when given choices*<br>*- decide whether or not to join specific letters*<br>*- choose the writing implement that is best suited for a task* | ***Suggested order to teach:***<br>*- learn, use and develop understanding of concepts set out in* ***Appendix 2 for Year 5***<br>*-Use a wide range of punctuation accurately and consistently (e.g. question marks, exclamation marks, apostrophes, commas)*<br>*-Recognise and use abstract nouns (e.g. pain, laughter)*<br>*-Use expanded noun phrases to give complicated information concisely (e.g. the dark green door with crumbling bricks either side)*<br>*-Recognise main and subordinate clauses, and phrases, and can use them to construct sentences in different ways*<br>*-Use commas to make my meaning clear (e.g. Before leaving, the children said their goodbyes)*<br>*- begin to use passive verbs to affect the understanding of information*<br>*- begin to use the perfect form of verbs to mark relationships of time and cause*<br>*- use modal verbs or adverbs to indicate degrees of possibility (e.g. may/could, nearly/definitely/always)*<br>*-Use direct and reported speech accurately*<br>*- Begin to use a colon to introduce a list*<br>*-Use suffixes to convert from one word class to another (e.g. –ate, -ise, -ify/-ness, -ment/-ful, -ous)*<br>*- Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun to convey more information concisely (e.g. Stanley arrived at the house, which stood at the top of a hill.)*<br>*- begin to use brackets, dashes or commas to indicate parenthesis* |

| ***Year 6 writing*** | | | |
|---|---|---|---|
| *Composition* | *Spelling* | *Handwriting* | *Vocabulary, Grammar, Punctuation* |
| *EXPERIENCES / PLANNING*<br>*- identify audience and purpose*<br>*- select appropriate form, use similar writing as model*<br>*- note and develop initial ideas, drawing on reading and research*<br>*- consider how authors develop characters and settings*<br>*DRAFTING - select appropriate grammar and vocabulary, showing how meaning can be enhanced*<br>*- describe settings, characters and atmosphere*<br>*-integrate dialogue to convey character and advance the action*<br>*- précis longer passages*<br>*- continue to use a wide range of devices to build cohesion across paragraphs*<br>*- continue to use organisational and presentational devices to structure text and guide the reader*<br>*EDITING - assess the effectiveness of own and others' writing*<br>*- propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning*<br>*- ensure the consistent and correct use of tense throughout*<br>*- ensure correct subject and verb agreement, singular and plural*<br>*- continue to distinguish between language of direct and indirect speech and writing*<br>*- proof-read for spelling / punctuation errors*<br>*READ ALOUD – publish and perform own compositions, use appropriate intonation, volume and movement so that meaning is clear by differentiating genres.* | *- spell some words with 'silent' Letters [e.g. knight, psalm, solemn]*<br>*- 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***<br>*- use dictionaries to check the spelling and meaning of words*<br>*- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary*<br>*- use a thesaurus* | *Continue to:*<br>*- write legibly, fluently and with increasing speed by*<br>*- choose which shape of a letter to use when given choices*<br>*- decide whether or not to join specific letters*<br>*- choose the writing implement that is best suited for a task* | ***Suggested order to teach:***<br>*- learn, use and develop understanding of concepts set out in* ***Appendix 2 for Year 6***<br>*-Use a wide range of punctuation accurately and consistently (e.g. question marks, exclamation marks, apostrophes, commas, brackets, dashes, or commas to indicate parenthesis)*<br>*- use commas appropriately and without error to clarify meaning or avoid ambiguity in writing*<br>*- use expanded noun phrases to convey complicated information concisely (e.g. the dark green door with crumbling bricks on either side)*<br>*-Recognise main and subordinate clauses, and phrases, and can use them to construct sentences in different ways.*<br>*- continue to use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun to convey more information concisely*<br>*- continue to use passive verbs to affect the relationship of information in a sentence e.g. (I broke the window in the greenhouse versus, The window in the greenhouse was broken)*<br>*- continue to use the perfect form of verbs to mark relationships of time and cause*<br>*- continue to use modal verbs or adverbs to indicate degrees of possibility (e.g. may/could, nearly/definitely/always)*<br>*-Use passive verbs in a sentence (e.g. The flag was raised by the dark knight).*<br>*-Use direct and reported speech accurately and consistently*<br>*- continue to punctuate bullet points consistently*<br>*-Use hyphens to avoid confusion (e.g. The best-dressed dancers win a special award)*<br>*-Use semicolons, colons or dashes to mark boundaries between independent clauses and a colon to introduce a list*<br>*-Use ellipsis (e.g. 'I'm not sure what to….,' he stammered.)*<br>*- continue to recognise vocabulary and structures appropriate for formal speech/writing (e.g. furthermore)* |

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| | | | *- include subjunctive forms in writing (The doctor recommended he give up smoking)* |

***Year 6 Greater Depth***

*Pupils can:*
*• write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)*
*• distinguish between the language of speech and writing3 and choose the appropriate register*
*• exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this*
*• use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.*

***Greater depth for Year 1, 2, 3, 4 and 5***

*A child can only be considered working at greater depth if they can apply all of the expected statements across a range of curriculum areas. To be working at greater depth, a child should show evidence of using and applying the expected targets appropriately across a range of curriculum areas. Pupils should be able to independently plan, draft and write pieces relevant to the purpose and audience and justify their reasons for grammar and vocabulary choices.*

*They should:*

- *have a strong awareness of audience;*
- *pay attention to the craft of writing;*
- *show an original style or "voice";*
- *show an ability to imitate or experiment with different styles of writing;*
- *show an awareness of more sophisticated language and literary features and consciously use them;*
- *apply reading experiences to writing;*