

Progression of skills - Writing

Below are the progression of skills we expect to see across the school. While some of the statements in Year 3/4 and Year 5/6 are same, the progression will be shown within the individual year groups by an increasing level of independence and with the removal of scaffolds over time.

	Year 1	Year 2	Year 3
Phonic and Whole word spelling	<ul style="list-style-type: none"> Words containing each of the 40+ phonemes taught. Common exception words. Days of the week Name the letters of the alphabet in order Using letter names to distinguish between alternative spellings of the same sound. 	<ul style="list-style-type: none"> Segmenting spoken words in 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 leave some words with each spelling, including a few common homophones. Learning to spelling common exception words. Distinguishing between homophones and near-homophones. 	<ul style="list-style-type: none"> Spell further homophones Spell words that are often misspelt. (Appendix 1)
Other word building spelling	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 guidance from appendix 1 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them. Place the possessive apostrophe accurately in words with regular and irregular plurals. Use the first 2 letters of a word to check its spelling in a dictionary.
Transcription	<ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Handwriting	<ul style="list-style-type: none"> 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 correct place. Form capital letters For digits 0-9 Understand the different handwriting families. 	<ul style="list-style-type: none"> Form lower-case letters of the correct size relative to one another. Start to use 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 and orientation. Use spacing between words that reflect the size of the letters. 	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined. Increase the legibility, consistency and quality of their handwriting.
Contexts for Writing		<ul style="list-style-type: none"> Writing narratives about personal experiences and those of others. (real and fictional) Writing about real events Writing poetry 	<ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

Statutory Objectives taken from the National Curriculum 2014

Planning Writing	<ul style="list-style-type: none"> Saying out loud what they are going to write about Composing a sentence orally before writing it. 	<ul style="list-style-type: none"> Writing for different purposes Planning or saying out loud what they are going to write about. 	<ul style="list-style-type: none"> Discussing and recording ideas Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.
Drafting Writing	<ul style="list-style-type: none"> Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense. 	<ul style="list-style-type: none"> Writing down ideas and/or key words, including new vocabulary. Encapsulating what they want to say, sentence by sentence. 	<ul style="list-style-type: none"> Organising paragraphs around a theme. In narrative, creating settings, characters and plot. In non-narrative material, using simple organisational devices. (heading and subheading.)
Editing Writing	<ul style="list-style-type: none"> Discuss what they have written with the teacher of other pupils 	<ul style="list-style-type: none"> Evaluating their writing with the teacher and others pupils. Re-reading 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 	<ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing and suggesting improvements. Proposing changes to grammar and vocabulary to improve the accurate use of pronouns in sentences. Proofread for spelling and punctuation errors.
Performing Writing	<ul style="list-style-type: none"> Read their writing aloud clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> Read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Leaving spaces between words. Joining words and joining clauses using 'and' 	<ul style="list-style-type: none"> Use of expanded noun phrases to describe and specify. 	<ul style="list-style-type: none"> Extending the range of sentence with more than one clause by using a wider range of conjunction, including when, if, because, although Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Using conjunction, adverbs and prepositions to express time, clause and place.
Grammar	<ul style="list-style-type: none"> Regular plural noun suffixes (-s, -es) Verbs 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' 	<ul style="list-style-type: none"> Sentence with different forms: statement, questions, exclamation, command. The present and past tense used correctly and consistently including the progressive form. Subordination (using when, if, that, or, because) and co-ordination (Using or, and, but) Some features of written standard English Suffixes to form new words (-ful, -er, -ness) Sentence demarcation Commas in lists Apostrophes for omission and singular possession. 	<ul style="list-style-type: none"> Using the present perfect form of verbs in contrast to the past tense. For nouns using prefixes (super, anti) Use the correct form of 'a' or 'an' Word families bases on common words (solve, solution, dissolve, insoluble)
Punctuation	<ul style="list-style-type: none"> Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. 	<ul style="list-style-type: none"> Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question 	<ul style="list-style-type: none"> Using and punctuating direct speech (inverted commas)

Statutory Objectives taken from the National Curriculum 2014

	<ul style="list-style-type: none"> Using a capital letter for names people, places, days of the week and I 	marks, commas for lists and apostrophes for contracted forms and possessive (singular.)	
Grammatical Terminology	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.	Noun phrase, statement, question, exclamation, command, compound, adjective, noun, verbs, suffix, adverb, tense, apostrophe, comma	Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas.

	Year 4	Year 5	Year 6
Phonic and Whole word spelling	<ul style="list-style-type: none"> Spell further homophones Spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 words to check its spelling in a dictionary. 	<ul style="list-style-type: none"> 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 the dictionary. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 		
Handwriting	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left injoined. Increase the legibility, consistency and quality of their handwriting. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. 	<ul style="list-style-type: none"> 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 character and setting in what pupils have read, listened to or seen performed. 	<ul style="list-style-type: none"> 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 narrative, considering how authors have developed character and settings in what pupils have read, listened to or seen performed.
Planning Writing	<ul style="list-style-type: none"> Discussing and recording ideas. Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. 	<ul style="list-style-type: none"> Noting and developing initial ideas, drawing on reading and research where necessary. 	<ul style="list-style-type: none"> Noting and developing initial ideas, drawing on reading and research where necessary.
Drafting Writing	<ul style="list-style-type: none"> Organising paragraphs around a theme In narrative, creating settings, characters and plot. 	<ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. 	<ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

Statutory Objectives taken from the National Curriculum 2014

	<ul style="list-style-type: none"> In non-narrative material, using simple organisational devices. 	<ul style="list-style-type: none"> In narrative, 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. 	<ul style="list-style-type: none"> In narrative, 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.
Editing Writing	<ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing and suggesting improvements Proposing changes to grammar and vocabulary to improve consistence, including the accurate use of pronouns in sentences. Proofread for spellings and punctuation errors. 	<ul style="list-style-type: none"> 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 appropriate register. Proofread for spelling and punctuation errors. 	<ul style="list-style-type: none"> 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 appropriate register. Proofread for spelling and punctuation errors.
Performing Writing	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation volume, and movement so that meaning is clear.
Vocabulary	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Use a thesaurus Using expanded noun phrases to convey complicated information concisely. Using modal verbs or adverbs to indicate degrees of possibility. 	<ul style="list-style-type: none"> Use a thesaurus Using expanded noun phrases to convey complicated information concisely. Using modal verbs or adverbs to indicate degrees of possibility.
Grammar	<ul style="list-style-type: none"> Using fronted adverbials Difference between plural and possessive -s Standard English verb inflections (I did vs I done) Expanded noun phrases, including with prepositions. Appropriate choice of pronoun or noun to create cohesion. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 and Antonyms Further cohesive devices such as grammatical connections and adverbials Use of ellipsis

Statutory Objectives taken from the National Curriculum 2014

<p>Punctuation</p>	<ul style="list-style-type: none"> Using commas after fronted adverbials Indication possession by using the possessive apostrophe with singular and plural nouns Using and punctuating direct speech (including punctuation within and surrounding inverted commas.) 	<ul style="list-style-type: none"> Using commas to clarify meaning or avoid ambiguity in writing. Using brackets, dashes or commas to indicate parenthesis. 	<ul style="list-style-type: none"> Using hyphens to avoid ambiguity Using semicolons, colon or dashes to mark boundaries between independent clauses. Using a colon to introduce a list punctuation bullet point consistently.
<p>Grammatical Terminology</p>	<p>Determiner, pronoun, possessive pronoun, adverbial</p>	<p>Modal verb, relative pronouns, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.</p>