



Writing Progression

	Pre-KS2	Year 3	Year 4	Year 5	Year 6	
Phonics & whole word spelling	<ul style="list-style-type: none"> Spell words containing each of the 40+ phonemes taught. 	<ul style="list-style-type: none"> Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. 	<ul style="list-style-type: none"> Spell further homophones 	<ul style="list-style-type: none"> Spell further homophones 	<ul style="list-style-type: none"> Spell some words with 'silent' letters 	<ul style="list-style-type: none"> Spell some words with 'silent' letter
	<ul style="list-style-type: none"> Spell common exception words. 	<ul style="list-style-type: none"> Learn 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. 	<ul style="list-style-type: none"> Spell words that are often misspelt. 	<ul style="list-style-type: none"> Spell words that are often misspelt. 	<ul style="list-style-type: none"> Continue to distinguish between homophones and other words which are often confused. 	<ul style="list-style-type: none"> Continue to distinguish between homophones and other words which are often confused.
	<ul style="list-style-type: none"> Spell the days of the week. 	<ul style="list-style-type: none"> Learn to spell common exception words. 			<ul style="list-style-type: none"> Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. 	<ul style="list-style-type: none"> Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.
	<ul style="list-style-type: none"> Name the letters of the alphabet in order. 	<ul style="list-style-type: none"> Distinguish between homophones and near-homophones. 				
	<ul style="list-style-type: none"> Using letter names to distinguish between alternative spellings of the same sounds. 					
Prefixes and suffixes and other spelling strategies	<ul style="list-style-type: none"> Using the prefix un- to change meaning of adjectives/adverbs. 	<ul style="list-style-type: none"> Add suffixes to spell longer. words, including: -ment, -ness, -ful, -less, -ly. 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them. Prefix: dis-, re-, in-, mis-, il-, auto-, super-, inter-. Suffix: -able, -ation, -ible, -cial, tial, cious, -tious. 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them. Prefix: dis-, re-, in-, mis-, il-, auto-, super-, inter-. Suffix: -able, -ation, -ible, -cial, tial, cious, -tious. 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them. Prefix: sub-, im-, ir-, anti-. Suffix: -ly, -sure, -ture, -sion, -tion, cian. 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them.
	<ul style="list-style-type: none"> Using the spelling rule for adding -s or -es as the plural marker for nouns. 	<ul style="list-style-type: none"> Learning the possessive apostrophe (singular). Eg. Helen's, the tree's, the dog's, holiday's. 	<ul style="list-style-type: none"> Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. 	<ul style="list-style-type: none"> Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. 	<ul style="list-style-type: none"> Use dictionaries to check the spelling and meaning of words. 	<ul style="list-style-type: none"> Use dictionaries to check the spelling and meaning of words.
	<ul style="list-style-type: none"> Using the spelling rule for adding -s or -es as the third person singular marker fore verbs. 	<ul style="list-style-type: none"> Learning to spell more words with contracted forms. Eg. Can't, didn't, wouldn't, hasn't. 	<ul style="list-style-type: none"> Use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> Use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	<ul style="list-style-type: none"> Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
	<ul style="list-style-type: none"> Using -ing, -ed, -er and -est where no change is needed in the spelling of root words. 	<ul style="list-style-type: none"> Apply spelling rules. 				
	<ul style="list-style-type: none"> Apply simple spelling rules. 					



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Transcription	<ul style="list-style-type: none"> Write 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 simple sentences dictated by the teacher that include words using the GPCs, 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. 	<ul style="list-style-type: none"> Write from memory simple sentences, dictated by the teacher, that include 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. 	<ul style="list-style-type: none"> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Handwriting/ presentation	<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 right place. 	<ul style="list-style-type: none"> Form lower-case letters of the correct size relative to one another. 	<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 un- joined. 	<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 un- joined. 	<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. 	<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.
	<ul style="list-style-type: none"> Leaving spaces between words. 	<ul style="list-style-type: none"> 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 un joined 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. 	<ul style="list-style-type: none"> Increase the legibility, consistency and quality of their handwriting. 	<ul style="list-style-type: none"> Increase the legibility, consistency and quality of their handwriting. 	<ul style="list-style-type: none"> Choosing the writing implement that is best suited for a task. 	<ul style="list-style-type: none"> Choosing the writing implement that is best suited for a task.
	<ul style="list-style-type: none"> Form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' and practise these. 					
Planning writing	<ul style="list-style-type: none"> Say out loud what they are going to write about. 	<ul style="list-style-type: none"> Plan or say out loud what they are going to write about. 	<ul style="list-style-type: none"> Discuss and record ideas. 	<ul style="list-style-type: none"> Discuss and record ideas. 	<ul style="list-style-type: none"> Note and develop initial ideas, drawing on reading and research where necessary. 	<ul style="list-style-type: none"> Note and develop initial ideas, drawing on reading and research where necessary.
	<ul style="list-style-type: none"> Compose a sentence orally before writing it. 		<ul style="list-style-type: none"> Compose and rehearse sentences orally (including dialogue). 	<ul style="list-style-type: none"> Compose and rehearse sentences orally (including dialogue). 		
			<ul style="list-style-type: none"> Progressively build a varied and rich vocabulary and an increasing range of sentence structures. 	<ul style="list-style-type: none"> Progressively build a varied and rich vocabulary and an increasing range of sentence structures. 		
Drafting writing	<ul style="list-style-type: none"> Sequence sentences to form short narratives. 	<ul style="list-style-type: none"> Write down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence 	<ul style="list-style-type: none"> Organise paragraphs around a theme in narratives, creating settings, characters and plot. 	<ul style="list-style-type: none"> Organise paragraphs around a theme. 	<ul style="list-style-type: none"> Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. 	<ul style="list-style-type: none"> Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.



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	<ul style="list-style-type: none"> Re-read what they have written to check that it makes sense. 	<ul style="list-style-type: none"> In non-narrative, use simple organisational devices (headings & subheadings) 	<ul style="list-style-type: none"> In narratives, create and describe settings, characters and plot. 	<ul style="list-style-type: none"> In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages. 	<ul style="list-style-type: none"> In narratives, describe settings, characters and atmosphere using range of devices (simile, metaphore, dialogue) to convey character and advance the action.
			<ul style="list-style-type: none"> Use a wide range of devices to build cohesion within paragraphs. 	<ul style="list-style-type: none"> Use a wide range of devices to build cohesion within and across paragraphs. 	<ul style="list-style-type: none"> Précis longer passages using a wide range of devices to build cohesion within and across paragraphs.
			<ul style="list-style-type: none"> In non-narrative, use simple organisational devices. 	<ul style="list-style-type: none"> Use further organisational and presentational devices to structure text and to guide the reader 	<ul style="list-style-type: none"> Use further organisational and presentational devices to structure text and to guide the reader
Editing writing	<ul style="list-style-type: none"> Discuss what they have written with the teacher or other pupils. 	<ul style="list-style-type: none"> Evaluate their writing with the teacher and other pupils. 	<ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing and suggest improvements. 	<ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing and suggest improvements. 	<ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing.
		<ul style="list-style-type: none"> Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. 	<ul style="list-style-type: none"> Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. 	<ul style="list-style-type: none"> Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. 	<ul style="list-style-type: none"> Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
		<ul style="list-style-type: none"> Proofread to check for errors in spelling, grammar and punctuation. 	<ul style="list-style-type: none"> Proofread for spelling and punctuation errors. 	<ul style="list-style-type: none"> Proofread for spelling and punctuation errors. 	<ul style="list-style-type: none"> Ensure the consistent and correct use of tense throughout a piece of writing.
				<ul style="list-style-type: none"> Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. 	<ul style="list-style-type: none"> Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
				<ul style="list-style-type: none"> Proofread for spelling and punctuation errors. 	<ul style="list-style-type: none"> 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. 	<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.



Writing Progression

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Vocabulary	<ul style="list-style-type: none"> Join words and joining clauses using "and". 	<ul style="list-style-type: none"> Use expanded noun phrases to describe and specify. 	<ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. 	<ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. 	<ul style="list-style-type: none"> Extend the range of sentences with more than one clause. Use a range of co-ordinating and subordinating conjunctions, e.g. and, but, so, however, even though, therefore, despite. 	<ul style="list-style-type: none"> Extend the range of sentences with more than one clause. Use a range of co-ordinating and subordinating conjunctions, e.g. and, but, so, however, even though, therefore, despite.
			<ul style="list-style-type: none"> Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. 	<ul style="list-style-type: none"> Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. E.g. <u>Thomas... he...</u> The <u>lion... it...</u> The <u>festival</u> was a huge success 	<ul style="list-style-type: none"> Use a thesaurus to enrich vocabulary choices. 	<ul style="list-style-type: none"> Use a thesaurus to enrich vocabulary choices.
			<ul style="list-style-type: none"> Use expanded noun phrases to convey complicated information concisely. Eg. Adjective noun The brown bear... The excited child... Adjective, adjective noun Yellow, striped tigers... Fragile, oak trees... 	<ul style="list-style-type: none"> Use expanded noun phrases, before (as year 3) AND after the noun using 'with' and commas, to convey complicated information concisely. Eg. The brown bear, <u>with large paws and claws for hunting</u>, ... The determined protester, <u>with their army of supporters</u>, ... 	<ul style="list-style-type: none"> Use a range of appropriate expanded noun phrases to convey complicated information concisely. 	<ul style="list-style-type: none"> Use a range of appropriate expanded noun phrases to convey complicated information concisely.
			<ul style="list-style-type: none"> Use conjunctions, adverbs and prepositions to express time, cause, manner and place. 	<ul style="list-style-type: none"> Use a range of conjunctions, adverbs and prepositions to express time, cause, manner and place. 	<ul style="list-style-type: none"> Use modal verbs to indicate possibility. E.g. must, should, could, couldn't, will, won't. 	<ul style="list-style-type: none"> Use a range of modal verbs or adverbs of possibility to indicate degrees of possibility.
					<ul style="list-style-type: none"> Use adverbs to indicate degrees of possibility. E.g. possibly, definitely, maybe, never, certainly. 	<ul style="list-style-type: none"> Choose appropriate vocabulary for formality of text type. E.g. Informal language for diaries/postcards and formal language for letters/non-chronological reports.
Grammar	<ul style="list-style-type: none"> To combine words to make sentences, including using 'and'. 	<ul style="list-style-type: none"> To combine words to make sentences, including using 'and'. 	<ul style="list-style-type: none"> Use the present perfect form of verbs in contrast to the past tense. Eg. have, has, had. 	<ul style="list-style-type: none"> Use fronted adverbials showing place, manner and time with a comma to mark the end of them. E.g. Early that morning, High up in the mountains, Feeling confident, 	<ul style="list-style-type: none"> Use the perfect form of verbs to mark relationships or time and cause. 	<ul style="list-style-type: none"> Recognise 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.



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	<ul style="list-style-type: none"> Demarcation with full stop. 	<ul style="list-style-type: none"> Demarcation with full stop. 	<ul style="list-style-type: none"> Form nouns using prefixes (super-, anti-). Eg. Supernatural, superficial, antibacterial, antisocial. 	<ul style="list-style-type: none"> Show the difference between plural and possessive -s. E.g. Plural: trees, images, commands Possessive: pupil's, campaigner's, creature's 	<ul style="list-style-type: none"> Use relative clauses beginning with: who, which, where, when, whose, that or with and implied relative pronoun. 	<ul style="list-style-type: none"> Use the perfect form of verbs to mark relationships of time and cause. E.g. I have... , I had...
	<ul style="list-style-type: none"> Demarcation with exclamation mark ! 	<ul style="list-style-type: none"> Demarcation with exclamation mark ! 	<ul style="list-style-type: none"> Use the correct form of 'a' or 'an'. 	<ul style="list-style-type: none"> Use standard English verb inflections (I did vs I done). 	<ul style="list-style-type: none"> Convert nouns or adjectives into verbs/ verb prefixes. 	<ul style="list-style-type: none"> Differences in informal and formal language synonyms & Antonyms.
	<ul style="list-style-type: none"> Demarcation with question mark ? 	<ul style="list-style-type: none"> Demarcation with question mark ? 	<ul style="list-style-type: none"> Understand word families based on common words (solve, solution, dissolve, insoluble). 	<ul style="list-style-type: none"> Use appropriate choice of pronoun or noun to create cohesion. Eg. <u>Helen</u> left the room because <u>she</u> was unhappy there 	<ul style="list-style-type: none"> Use devices to build cohesion including adverbials of time, place, manner and number. 	<ul style="list-style-type: none"> Use further cohesive devices such as grammatical connections and adverbials.
	<ul style="list-style-type: none"> Capital letters for names and pronoun 'I' 	<ul style="list-style-type: none"> Capital letters for names and pronoun 'I' 				<ul style="list-style-type: none"> Use of ellipsis.
Punctuation	<ul style="list-style-type: none"> Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. 	<ul style="list-style-type: none"> Learn 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). 	<ul style="list-style-type: none"> Use and punctuating direct speech (i.e. Inverted commas). E.g. " _____," said _____. _____ said, " _____." 	<ul style="list-style-type: none"> Use and punctuating direct speech (i.e. Inverted commas). E.g. As Year 3 AND: " _____," said ... " _____." 	<ul style="list-style-type: none"> Use and punctuate direct speech (including punctuation within and surrounding inverted commas). As Year 3 and 4 AND: " _____," said (advance action/emotion). (advance action/emotion) said " _____." " _____," said (advance action/emotion) " _____." 	<ul style="list-style-type: none"> Use and punctuate direct speech correctly.
	<ul style="list-style-type: none"> Use a capital letter for names or people, places, the days of the week, and the personal pronoun 'I'. 		<ul style="list-style-type: none"> Use a range of verbs for speech. E.g. Demanded, shouted, asked, questioned, declared. 	<ul style="list-style-type: none"> Use commas after fronted adverbials. 	<ul style="list-style-type: none"> Use commas to clarify meaning or avoid ambiguity in writing. 	<ul style="list-style-type: none"> Using hyphens to avoid ambiguity.
			<ul style="list-style-type: none"> Indicate possession by using the possessive apostrophe with singular and plural nouns. E.g. Child's Children's Pupil's Pupils' 	<ul style="list-style-type: none"> Use brackets, dashes or commas to indicate parenthesis. 	<ul style="list-style-type: none"> Use semicolons, colons or dashes to mark boundaries between independent clauses. 	
				<ul style="list-style-type: none"> Punctuate bullet points consistently. 	<ul style="list-style-type: none"> Use a colon to introduce a list. 	
					<ul style="list-style-type: none"> Punctuate bullet points consistently. 	



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Grammar Terminology	<ul style="list-style-type: none">Letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark.	<ul style="list-style-type: none">Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma.	<ul style="list-style-type: none">Adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks').	<ul style="list-style-type: none">Determiner, pronoun, possessive pronoun, adverbial.	<ul style="list-style-type: none">Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.	<ul style="list-style-type: none">Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.