WRITING PROGRESSION

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic & Whole word spelling	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.	words containing each of the 40+ phonemes taught	segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	spell further homophones		spell some words with 'silent' letters	
		common exception words	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	spell words that are often misspelt (Appendix 1)		continue to distinguish between homophones and other words which are often confused	
		the days of the week					
		name the letters of the alphabet in order	learning to spell common exception words			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	
		using letter names to distinguish between alternative spellings of the same sound	distinguishing between homophones and near-homophones				
Other word building spelling	Write simple phrases and sentences that can be read by others.	using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs	learning the possessive apostrophe (singular)	use further prefixes and suffixes and understand how to add them		use further prefixes and suffixes and understand the guidance for adding them	
		using the prefix un–	learning to spell more words with contracted forms	place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals		use dictionaries to check the spelling and meaning of words	
		using –ing, –ed, –er and –est where no change is needed in the spelling of root words	add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly	use the first 2 or 3 letters of a word to check its spelling in a dictionary		use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary	
		apply simple spelling rules and guidance from Appendix 1	apply spelling rules and guidelines from Appendix 1				
Transcription		write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.			
Handwriting		sit correctly at a table, holding a pencil comfortably and correctly	form lower-case letters of the correct size relative to one another	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		choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters	
		begin to form lower-case letters in the correct direction, starting and finishing in the right place	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				
		form capital letters		increase the legibility, consistency and quality of their handwriting		choosing the writing implement that is best suited for a task	
		form digits 0-9	write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters				
		understand which letters belong to which handwriting 'families' and to practise these	use spacing between words that reflects the size of the letters.				
Contexts for Writing			writing narratives about personal experiences and those of others (real and fictional)	discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar		identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	
			writing about real events				
			writing poetry			in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	
			writing for different purposes				

	Col A	Col B	Col C	Col D	Col E	Col F
Planning Writing	saying out loud what they are going to write about	planning or saying out loud what they are going to write about	discussing and recording ideas			noting and developing initial ideas, drawing on reading and research where necessary
	composing a sentence orally before writing it		composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures			
Drafting Writing	sequencing sentences to form short narratives	writing down ideas and/or key words, including new vocabulary	organising paragraphs around a theme			selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
			in narratives, creating settings, characters and plot			in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
	re-reading what they have written to check that it makes sense	encapsulating what they want to say, sentence by sentence	in non-narrative material, using simple organisational devices (headings & subheadings)			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	discuss what they have written with the teacher or other pupils	evaluating their writing with the teacher and other pupils	assessing the effectiveness of their own and others' writing and suggesting improvements			assessing the effectiveness of their own and others' writing
		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	proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences			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
		proofreading to check for errors in spelling, grammar and punctuation	proofread for spelling and punctuation errors			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	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	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.			perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	leaving spaces between words	expanded noun phrases to describe and specify	extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although			use a thesaurus
	joining words and joining clauses using "and"		choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition			using expanded noun phrases to convey complicated information concisely
			using conjunctions, adverbs and prepositions to express time and cause (and place)			using modal verbs or adverbs to indicate degrees of possibility
Grammar	regular plural noun suffixes (-s, -es)	sentences with different forms: statement, question, exclamation, command	using the present perfect form of verbs in contrast to the past tense	using fronted adverbials	using the perfect form of verbs to mark relationships of time and cause	recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
	verb suffixes where root word is unchanged (-ing, -ed, -er)	the present and past tenses correctly and consistently including the progressive form	form nouns using prefixes (super-, anti-)	difference between plural and possessive -s	using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun	using passive verbs to affect the presentation of information in a sentence
	un- prefix to change meaning of adjectives/adverbs	subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	use the correct form of 'a' or 'an'	Standard English verb inflections (I did vs I done)		using the perfect form of verbs to mark relationships of time and cause
	to combine words to make sentences, including using and	some features of written Standard English	word families based on common words (solve, solution, dissolve, insoluble)	extended noun phrases, including with prepositions	converting nouns or adjectives into verbs	differences in informal and formal language
	Sequencing sentences to form short narratives	suffixes to form new words (-ful, -er, -ness)		appropriate choice of pronoun or noun to create cohesion	devices to build cohesion, including adverbials of time, place and number	synonyms & Antonyms
	separation of words with spaces	sentence demarcation				further cohesive devices such as grammatical connections and adverbials
	sentence demarcation (. ! ?)	commas in lists				use of ellipsis

		capital letters for names and pronoun 'I')	apostrophes for omission & singular possession			
Punctuation		beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	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)	using and punctuating direct speech (i.e. Inverted commas)	using commas after fronted adverbials	using commas to clarify meaning or avoid ambiguity in writing	using hyphens to avoid ambiguity
					indicating possession by using the possessive apostrophe with singular and plural nouns		using semicolons, colons or dashes to mark boundaries between independent clauses
		using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'			using and punctuating direct speech (including punctuation within and surrounding inverted commas)	using brackets, dashes or commas to indicate parenthesis	using a colon to introduce a list punctuating bullet points consistently