## Writing Progression Chart

Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic & Whole word spelling	spell words containing each of the 40+ phonemes taught  spell common exception words  spell 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	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  distinguishing between homophones	spell further homophones  spell words that are often misspelt (Appendix 1)	spell further homophones  spell words that are often misspelt (Appendix 1)	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	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

Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for revers  using the prefix un— understand how to add them use dictionaries to theck the spelling of words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary 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 its spelling in a dictionary use further prefi
building spelling  nouns and the third person singular marker for verbs  using the prefix un—  add suffixes to spell longer words, using —ing, —ed, —er and —est where no change is needed in the spelling of root words  needed in the spelling of root words  apply simple spelling rules and guidance from  nouns and the third person singular marker for verbs  learning to spell more words with contracted place the possessive apostrophe accurately in words with regular plurals in words with irregular plurals  use the first 2 or 3 letters of a word to check the spelling in a dictionary  apply simple spelling rules and guidance from  nouns and the third purchas add them  use dictionaries to check the spelling and meaning of words  with irregular plurals  use the first 2 or 3 letters of a word to check spelling, meaning or both of add them  understant now to add them  use dictionaries to check the spelling and meaning of words  with irregular plurals  use the first 2 or 3 letters of a word to check spelling, meaning or both of dictionary  apply simple spelling rules and guidance from  nouns and the third guidance for adding them  use dictionaries to check the spelling and meaning of words  with irregular plurals  use the first 2 or 3 letters of a word to check spelling, meaning or both of dictionary  check its spelling in a dictionary  dictionary  them  use dictionaries to check the spelling and meaning of words  use the first 2 or 3 letters of a word to check spelling, meaning or both of dictionary  check its spelling in a dictionary
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using the prefix un—  add suffixes to spell longer words, using —ing, —ed, —er and —est where no change is needed in the spelling of root words  apply spelling rules and guidelines from apply simple spelling rules and guidance from  add suffixes to spell words with regular plurals and in words with regular plurals in words with regular plurals and in words with irregular plurals with irregular plurals with irregular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary check its spelling in a dictionary rules and guidance from  apply simple spelling rules and guidance from simple accurately apostrophe accurately in words with regular apostrophe accurately in words with regular and in words with regular plurals in words with regular plurals and in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check spelling, or both of these in a dictionary dictionary
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longer words, using —ing, —ed, —er and —est where no change is needed in the spelling of root words  apply simple spelling and guidance from  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 apply simple spelling rules and guidance from  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 dictionary  use the first 2 or 3 letters of a word to check spelling, meaning or both of dictionary  use the first 2 or 3 letters of a word to check spelling, meaning or both of dictionary  use the first 3 or 4 letters of a word to check spelling, meaning or both of dictionary  use the first 3 or 4 letters of a word to check spelling, meaning or both of dictionary
using —ing, —ed, —er and —est where no change is ness, —ful, —less, —ly needed in the spelling of root words apply spelling rules and guidance from use the first 2 or 3 letters of a word to apply simple spelling rules and guidance from use the first 2 or 3 letters of a word to check its spelling in a dictionary with irregular plurals use the first 3 or 4 letters of a word to check spelling, medically apply simple spelling rules and guidance from with irregular plurals use the first 3 or 4 letters of a word to check spelling, medically apply simple spelling in a dictionary dictionary apply simple spelling rules and guidance from with irregular plurals use the first 3 or 4 letters of a word to check spelling, medically apply simple spelling in a dictionary dictionary apply simple spelling rules and guidance from simple spelling in a dictionary apply simple spelling rules and guidance from simple spelling in a dictionary apply simple spelling rules and guidance from simple spelling in a dictionary apply simple spelling rules are spelling in a dictionary apply simple spelling rules are spelling rules and guidance from simple spelling rules are spelling rules
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and guidelines from dictionary check its spelling in a meaning or both of dictionary apply simple spelling Appendix 1 dictionary rules and guidance from
apply simple spelling Appendix 1 dictionary these in a dictionary rules and guidance from
rules and guidance from

Transcription	write from memory	write from memory	write from memory	write from memory	
·	simple sentences	simple sentences	simple sentences,	simple sentences,	
	dictated by the teacher	dictated by the teacher	dictated by the	dictated by the	
	that include words using		teacher, that include	teacher, that include	
	the GPCs and common	the GPCs, common	words and	words and punctuation	
	exception words taught	exception words and	punctuation taught so	taught so far.	
	so far.	punctuation taught so	far.		
		far.			

Handwriting	sit correctly at a table,	form lower-case letters	•use the diagonal and	use the diagonal and	choosing which shape	choosing which shape
- iaitawittiitg	holding a pencil	of the correct size	horizontal strokes that	horizontal strokes that	of a letter to use when	of a letter to use when
	comfortably and	relative to one another	are needed to join	are needed to join	given choices and	given choices and
	correctly		letters and understand	letters and understand	deciding whether or	deciding whether or not
	- som soung	start using some of the	which letters, when	which letters, when	not to join specific	to join specific letters
	begin to form lower-case	diagonal and horizontal	adjacent to one	adjacent to one	letters	to Jour op object totto.
	letters in the correct	strokes needed to join	another, are best left	another, are best left	1011013	choosing the writing
	direction, starting and	letters and understand	unjoined	unjoined	choosing the writing	implement that is best
	finishing in the right	which letters, when	angontea	angontea	implement that is best	suited for a task
	place	adjacent to one another,	increase the legibility,	increase the legibility,	suited for a task	salica joi a task
	F	are best left unjoined	consistency and	consistency and	salled joi a casic	
	form capital letters	are best tejt angentea	quality of their	quality of their		
	John capital tetters	write capital letters and	handwriting	handwriting		
	form digits 0-9	digits of the correct size,	reareaviteineg	reareavitenty		
		orientation and				
	understand which letters	relationship to one				
	belong to which	another and to lower-				
	handwriting 'families'	case letters				
	and to practise these					
	and to practice intese	use spacing between				
		words that reflects the				
		size of the letters.				
		size of the tetters.				

Contexts	writing narratives about	discussing writing	discussing writing	•identifying the	identifying the audience
	personal experiences	similar to that which	similar to that which	audience for and	for and purpose of the
for	and those of others (real	they are planning to	they are planning to	purpose of the writing,	writing, selecting the
Writing	and fictional)	write in order to	write in order to	selecting the	appropriate form and
		understand and learn	understand and learn	appropriate form and	using other similar
	writing about real	from its structure,	from its structure,	using other similar	writing as models for
	events	vocabulary and	vocabulary and	writing as models for	their own
		grammar	grammar	their own	
	writing poetry				in writing narratives,
				in writing narratives,	considering how
	writing for different			considering how	authors have developed
	purposes			authors have	characters and settings
				developed characters	in what pupils have
				and settings in what	read, listened to or
				pupils have read,	seen performed
				listened to or seen	
				performed	

Planning	saying out loud what they are going to write	planning or saying out loud what they are	discussing and recording ideas	discussing and recording ideas	noting and developing initial ideas, drawing	noting and developing initial ideas, drawing
Writing	about  composing a sentence orally before writing it	going to write about	composing and rehearsing sentences orally (including dialogue), progressively building	composing and rehearsing sentences orally (including dialogue), progressively building	on reading and research where necessary	on reading and research where necessary
			a varied and rich vocabulary and an increasing range of sentence structures	a varied and rich vocabulary and an increasing range of sentence structures		

Drafting Writing	sequencing sentences to form short narratives re-reading what they have written to check that it makes sense	writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence	organising paragraphs around a theme in narratives, creating settings, characters and plot	organising paragraphs around a theme in narratives, creating settings, characters and plot	selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
		by sentence	in non-narrative material, using simple organisational devices (headings & subheadings)	in non-narrative material, using simple organisational devices (headings & subheadings)	in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages	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	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	organisational and presentational devices to structure text and to guide the reader

Editing	discuss what they have	evaluating their writing	assessing the	assessing the	assessing the	assessing the
Editing	written with the teacher	with the teacher and	effectiveness of their	effectiveness of their	effectiveness of their	effectiveness of their
Writing	or other pupils	other pupils	own and others'	own and others'	own and others'	own and others' writing
	' '	' '	writing and suggesting	writing and suggesting	writing	Ĵ
		rereading to check that	improvements	improvements	J	proposing changes to
		their writing makes	·	·	proposing changes to	vocabulary, grammar
		sense and that verbs to	proposing changes to	proposing changes to	vocabulary, grammar	and punctuation to
		indicate time are used	grammar and	grammar and	and punctuation to	enhance effects and
		correctly and	vocabulary to improve	vocabulary to improve	enhance effects and	clarify meaning
		consistently, including	consistency, including	consistency, including	clarify meaning	
		verbs in the continuous	the accurate use of	the accurate use of		ensuring the consistent
		form	pronouns in sentences	pronouns in sentences	ensuring the consistent	and correct use of tense
					and correct use of	throughout a piece of
		proofreading to check	proofread for spelling	proofread for spelling	tense throughout a	writing
		for errors in spelling,	and punctuation errors	and punctuation errors	piece of writing	
		grammar and				ensuring correct subject
		punctuation			ensuring correct	and verb agreement
					subject and verb	when using singular
					agreement when using	and plural,
					singular and plural,	distinguishing between
					distinguishing between	the language of speech
					the language of speech	and writing and
					and writing and	choosing the
					choosing the	appropriate register
					appropriate register	(
						proofread for spelling
					proofread for spelling	and punctuation errors
					and punctuation errors	

Performing	read their writing aloud	read aloud what they	read their own writing	read their own writing	perform their own	perform their own
Performing Writing	read their writing aloud clearly enough to be heard by their peers and the teacher.	have written with	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.	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.	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Vocabulary leaving spaces between expanded noun phrases extending the range of extending the range of use a the	esaurus use a thesaurus
words to describe and specify sentences with more sentences with more	
than one clause by than one clause by using exp	panded noun using expanded noun
	to convey phrases to convey
joining clauses using conjunctions, including complicate	•
	ion concisely information concisely
<u>although</u> although	
	odal verbs or <u>using modal verbs or</u>
J	to indicate adverbs to indicate
· ·	of possibility degrees of possibility
appropriately for appropriately for	
clarity and cohesion clarity and cohesion	
and to avoid repetition and to avoid repetition	
using conjunctions, using conjunctions,	
adverbs and adverbs and	
prepositions to express prepositions to express	
time and cause (and time and cause (and	
place) place)	

Grammar	regular plural noun	sentences with different	using the present	using fronted	using relative clauses	recognising vocabulary
(edited to	suffixes (-s, -es)	forms: statement,	perfect form of verbs	adverbials	beginning with who,	and structures that are
	33	question, exclamation,	in contrast to the past		which, where, when,	appropriate for formal
reflect	verb suffixes where root	command	tense		whose, that or with an	speech and writing,
content in	word is unchanged (-ing,			difference between	implied (i.e. omitted)	including subjunctive
Appendix 2)	-ed, -er)			plural and possessive -	relative pronoun	forms
	33, 317	the present and past	form nouns using	S		J
	un- prefix to change	tenses correctly and	prefixes (super-, anti-)		converting nouns or	using passive verbs to
	meaning of	consistently including	1 3 1 /		control unity incluing or	affect the presentation
	adjectives/adverbs	the progressive form		Standard English verb	adjectives into verbs	of information in a
	aujectives, auverss		use the correct form of	inflections (I did vs I	aajeettves atto veros	sentence
	to combine words to		'a' or 'an'	done)	verb prefixes	Settlettee
	make sentences,	subordination (using			vero prejines	using the perfect form
	including using and	when, if, that, or			devices to build	of verbs to mark
	including using and	because) and co-	word families based	extended noun	cohesion, including	relationships of time
	Sequencing sentences to	ordination (using or,	on common words	phrases, including with	adverbials of time,	and cause
	form short narratives	and, or but)	(solve, solution,	prepositions	place and number	ana cause
	separation of words	,	dissolve, insoluble)	' '	place and number	differences in informal
	, ,		,			33
	with spaces	some features of written		appropriate choice of		and formal language
	sentence demarcation (. ! ?)	Standard English		pronoun or noun to		9 A
	-			create cohesion		synonyms & Antonyms
	capital letters for names					6 .1 1 . 1 .
	and pronoun 'I')	suffixes to form new				further cohesive devices
		words (-ful, -er, -ness)				such as grammatical
		, .,,				connections and
						adverbials
		sentence demarcation				
						use of ellipsis
		commas in lists				
		apostrophes for				
		omission & singular				
		possession				

Punctuati on (edited to reflect content in Appendix 2)	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'	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 indicating possession by using the possessive apostrophe with singular and plural nouns using and punctuating direct speech (including punctuation within and surrounding inverted commas)	using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis	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

Grammatical	letter, capital letter,	noun, noun phrase,	adverb, preposition	determiner, pronoun,	modal verb, relative	subject, object, active,
Terminology	word, singular, plural ,	statement, question,	conjunction, word	possessive pronoun,	pronoun, relative	passive, synonym,
	sentence	exclamation, command,	family, prefix, clause,	adverbial	clause, parenthesis,	antonym, ellipsis,
	punctuation, full stop,	compound, adjective,	subordinate clause,		bracket, dash,	hyphen, colon, semi-
	question mark,	verb, suffix , adverb	direct speech,		cohesion, ambiguity	colon, bullet points
	exclamation mark	tense (past, present) ,	consonant, consonant			
		apostrophe, comma	letter vowel, vowel			
			letter, inverted			
			commas (or 'speech			
			marks')			