



Writing Progression

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Transcription – spelling						
<p>ELG: Writing Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	Identify known phonemes in unfamiliar words.	Segment spoken words into phonemes and record these as graphemes.	Spell words with additional prefixes and suffixes and understand how to add them to root words.	Spell words with prefixes and suffixes and can add them to root words.	Form verbs with prefixes.	Convert verbs into nouns by adding a suffix.
	Use syllables to divide words when spelling.	Spell words with alternative spellings, including a few common homophones.	Recognise and spell homophones.	Recognise and spell homophones.	Convert nouns or adjectives into verbs by adding a suffix.	Distinguish between homophones and other words which are often confused.
	Use what I know about alternative phonemes to narrow down possibilities for accurate spelling.	spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.	Use the first two or three letters of a word to check its spelling in a dictionary.		Understand the rules for adding prefixes and suffixes.	Spell the commonly misspelt words from the Y5/6 word list.
	Use the spelling rule for adding 's' or 'es' for verbs in the 3 rd person singular	Use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling.		Use the first two or three letters of a word to check a spelling in a dictionary.	Spell words with silent letters.	Understand that the spelling of some words need to be learnt specifically.
	Name all the letters of the alphabet in order.	Identify phonemes in unfamiliar words and use syllables to divide words.	Spell words which are in a family correctly.		Distinguish between homophones and other words which are often confused.	Use any dictionary or thesaurus.
	Use letter names to show alternative spellings of the same phoneme.		Spell the commonly misspelt words from the Y3/4 word list. Identify the root in longer words.	Spell the commonly misspelt words from the Y3/4 word list.	Spell the commonly misspelt words from the Y5/6 word list. Use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary. Use a thesaurus. Use a range of spelling strategies.	Use a range of spelling strategies.

Transcription - handwriting						
<p>ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>ELG: Gross Motor Skills Demonstrate strength, balance and coordination when playing.</p> <p>ELG: Gross Motor Skills Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>ELG: Fine Motor Skills Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>ELG: Fine Motor Skills Begin to show accuracy and care when drawing.</p> <p>ELG: Writing Write recognisable letters, most of which are correctly formed; -</p>	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.	Use the diagonal and horizontal strokes that are needed to join letters.	Choose the style of handwriting to use when given a choice.	Choose the style of handwriting to use when given a choice.
	Form lower case letters in the correct direction, starting and finishing in the right place.	Begin to use some of the diagonal and horizontal strokes needed to join letters.	Understand which letters should be left unjoined.	Understand which letters should be left unjoined.	Choose the handwriting that is best suited for a specific task.	Choose the handwriting that is best suited for a specific task.
	Form capital letters and digits 0-9.	Show that I know which letters are best left unjoined. Use 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.		Handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.		

Composition						
<p>ELG: Speaking Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>ELG: Writing Write simple phrases and sentences that can be read by others.</p>	Compose a sentence orally before writing it.	Write narratives about personal experiences and those of others, both real and fictional.	Discuss models of writing, noting its structure, grammatical features and use of vocabulary.	Compose sentences using a range of sentence structures.	Discuss the audience and purpose of the writing.	identify the audience for and purpose of the writing.
	Sequence sentences in chronological order to recount an event or experience.	Write for different purposes, including real events.	Compose sentences using a wider range of structures.	Orally rehearse a sentence or a sequence of sentences.	Start sentences in different ways.	choose the appropriate form and register for the audience and purpose of the writing.
	Re-read what I have written to check that it makes sense.	Plan and discuss the content of writing and record my ideas.	Write a narrative with a clear structure, setting, characters and plot.	Write a narrative with a clear structure, setting and plot.	Use the correct features and sentence structure matched to the text type we are working on.	use grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make meaning clear and create effect.
	Leave spaces between words.	Orally rehearse structured sentences or sequences of sentences.	Produce non-narrative writing using simple organisational devices such as headings and sub-headings.	Improve my writing by changing grammar and vocabulary to improve consistency.	Develop characters through action and dialogue.	use a range of sentence starters to create specific effects.
Know how the prefix 'un' can be added to words to change meaning.	Evaluate my own writing independently, with friends and with an adult.	Suggest improvements to my own writing and that of others.	Use a range of sentences which have more than one clause.	Establish a viewpoint as the writer through commenting on characters and events.	use developed noun phrases to add detail to sentences.	



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		Use the suffixes 's', 'es', 'ed', and 'ing' within my writing.	Proof-read to check for errors in spelling, grammar and punctuation.	Make improvements to grammar, vocabulary and punctuation.	Use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.	Use grammar and vocabulary to create an impact on the reader.	use the passive voice to present information with a different emphasis.
				Use a range of sentences with more than one clause by using a range of conjunctions.	Use direct speech in my writing and punctuate it correctly.	Use stylistic devices to create effects in writing.	use commas to mark phrases and clauses.
				Use the perfect form of verbs to mark the relationship of time and cause.		Add well-chosen detail to interest the reader.	sustain and develop ideas logically in narrative and non-narrative writing.
				Proof-read to check for errors in spelling and punctuation.		Summarise a paragraph.	use character, dialogue and action to advance events in narrative writing.
						Organise my writing into paragraphs to show different information or events.	summarise a text, conveying key information in writing.



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Grammar Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word	Regular plural noun suffixes –s or –es (dog, dogs; wish, wishes)	Formation of nouns using suffixes such as –ness and –er	Formation of nouns using a range of prefixes (super–, anti–, auto–)	The grammatical difference between plural and possessive –s	Converting nouns or adjectives into verbs using suffixes (–ate; –ise; –ify)	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (find out – discover; ask for – request; go in – enter)
	Suffixes that can be added to verbs (e.g. helping, helped, helper)	Formation of nouns by compounding (whiteboard, superman)	Use of the forms a or an according to whether the next word begins with a consonant or a vowel (a rock, an open box)	Standard English forms for verb inflections instead of local spoken forms (we were instead of we was, or I did instead of I done)	Verb prefixes (dis–, de–, mis–, over– and re–)	How words are related by meaning as synonyms and antonyms (big, large, little)
	How the prefix un– changes the meaning of verbs and adjectives (unkind, or undoing: untie the boat)	Formation of adjectives using suffixes such as –ful, –less Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverb	Word families based on common words, showing how words are related in form and meaning (solve, solution, solver, dissolve, insoluble)			
Sentence	How words can combine to make sentences	Subordination (using when, if, that, because) and co-ordination (using or, and, but)	Expressing time, place and cause using conjunctions (when, before, after, while, so, because), adverbs (then, next, soon, therefore), or prepositions (before, after, during, in, because of)	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	Use of the passive to affect the presentation of information in a sentence (I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)).
	Joining words and joining clauses using and	Expanded noun phrases for description and specification (the blue butterfly, plain flour, the man in the moon) How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command		Fronted adverbials (<u>Later that day</u> , I heard the bad news.)	Indicating degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must)	The difference between structures typical of informal speech and structures appropriate for formal speech and writing (the use of question tags: He’s your friend, isn’t he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech)
Text	Sequencing sentences to form short narratives	Correct choice and consistent use of present tense and past tense throughout writing	Introduction to paragraphs as a way to group related material	Use of paragraphs to organise ideas around a theme	Devices to build cohesion within a paragraph (then, after that, this, firstly)	Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis
		Use of the progressive form of verbs in the present and past tense to mark actions in progress (she is drumming, he was shouting)	Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past (He has gone out to play contrasted with He went out to play)	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he had seen her before)	Layout devices (headings, sub-headings, columns, bullets, or tables, to structure text)
Punctuation	Separation of words with spaces	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Introduction to inverted commas to punctuate direct speech	Use of inverted commas and other punctuation to indicate direct speech (a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”)	Brackets, dashes or commas to indicate parenthesis	Use of the semi-colon, colon and dash to mark the boundary between independent clauses (It’s raining; I’m fed up)
	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	Commas to separate items in a list		Apostrophes to mark plural possession (the girl’s name, the girls’ names)	Use of commas to clarify meaning or avoid ambiguity	Use of the colon to introduce a list and use of semi-colons within lists
	Capital letters for names and for the personal pronoun I	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (the girl’s name)		Use of commas after fronted adverbials		Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity (man eating shark versus man-eating shark, or recover versus re-cover)
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or ‘speech marks’)	determiner pronoun, possessive pronoun adverbial	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points