

Writing Progression Document

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing transcription and spelling	Phonics and spelling rules (See phonics progression document for details)	<p>3-4 Years Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>4-5 Years Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>ELG Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Know all letters of alphabet and sounds they most commonly represent</p> <p>Recognise consonant digraphs taught</p> <p>Recognise vowel digraphs taught</p> <p>Recognise words with adjacent consonants</p> <p>Accurately spell most words containing sounds taught</p> <p>Spell some words in a phonically plausible way, even if incorrect</p> <p>Apply Y1 spelling rules:</p>	<p>Segment spoken words into phonemes and represent these with graphemes</p> <p>Spell many words correctly and make phonically plausible attempts at others</p> <p>Recognise new ways of spelling phonemes</p> <p>Spell some common homophones</p> <p>Apply Y2 spelling rules:</p>	<p>Spell words with 'ei' sound (weigh, vein, they, obey)</p> <p>Spell words with 'i' sound (mystery, gym)</p> <p>Spell words with 'k' sound (scheme, chemist, echo, character)</p> <p>Spell words with 'g' and 'k' sound (league, tongue, antique, unique)</p> <p>Spell words with 'sh' sound (chalet, chef, machine, brochure)</p> <p>Spell words with short 'u' sound (young, touch, double, trouble, country)</p> <p>Spell words with 'sure' sound (measure, treasure, pleasure, enclosure)</p> <p>Spell words ending with 'ture; sound (creature, furniture, picture, nature, adventure)</p>	<p>Spell words with the 'shun' ending spelt 'tion', 'sion', 'cian'</p> <p>Spell words with the 'sc' sound (science, discipline)</p>	<p>Spell words ending with 'shuhs' sound (vicious, precious, ambitious, cautious)</p> <p>Spell words with 'silent' letters (doubt, island, solemn, lamb, thistle, knight)</p> <p>Spell words containing the letter string 'ough' (ought, rough, cough, although, thorough, plough)</p>	<p>Spell words ending in 'ible' and 'able' (adorable, adorably, possible, possibly)</p> <p>Spell words with a long 'e' sound after 'c' (deceive, conceive, caffeine, seize)</p> <p>Spell words with 'shuhl' after a vowel (official, special) or (partial, confidential)</p>
	Common exception words		<p>Spell all Y1 CEW correctly</p> <p>Spell days of week correctly</p>	<p>Spell most of Y1 and Y2 CEW correctly</p>	<p>Spell many of Y3 and Y4 statutory spelling words correctly</p>	<p>Spell all of Y3 and Y4 statutory spelling words correctly</p>	<p>Spell many of Y5 and Y6 statutory spelling words correctly</p>	<p>Spell all of Y5 and Y6 statutory spelling words correctly</p>
	Prefixes and suffixes		<p>Use 's' and 'es' to form regular plurals</p> <p>Use prefix 'un' accurately</p> <p>Add suffixes 'ing', 'ed', 'er', 'est' to root words where no change is needed to spelling e.g. helped</p>	<p>Add suffixes to spell most words (-ment, -ness, -ful, -less, -ly)</p>	<p>Spell most words with prefixes dis-, mis-, bi-, re-, de- correctly</p> <p>Spell most words with suffix -ly correctly</p> <p>Spell words with added suffixes -er, -ed, -ing</p>	<p>Correctly spell most words with prefixes in-, im-, il-, super-, sub-, anti-, auto-, inter-, ex-, non-</p> <p>Form nouns with suffix -ation</p> <p>Spell words with suffix -ous</p>	<p>Convert nouns or adjectives into verbs using suffixes -ate, -ise, -ify, -en</p>	<p>Use knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy</p> <p>Use knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency</p> <p>Spell words by adding suffixes beginning with vowel letters to words ending in -fer e.g. refer</p>

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Transcription and spelling	Further spelling conventions		<p>Spell simple compound words dustbin, football) Read words that they have spelt Segment spoken words into phonemes before choosing graphemes to represent those phoneme</p>	<p>Spell more words with contracted forms (can't, didn't) Learn possessive singular apostrophe (the girl's book) Write from memory simple sentences dictated Segment spoken words into phonemes and represent using graphemes for single syllable and multisyllabic words Self-correct misspellings</p>	<p>Spell more complex homophones and near homophones correctly Use first 2 or 3 letters of a word to check spelling in a dictionary</p>	<p>Spell words using the possessive apostrophe with plural words including irregular plurals (girls', boys' babies' children's, men's, mice's) Use spelling knowledge to use a dictionary more efficiently</p>	<p>Spell complex homophones and near homophones (who's, whose, stationery, stationary) Use first 3 or 4 letters of a words to check spelling, meaning or both in a dictionary</p>	<p>Spell complex homophones and near homophones that end in -ce/-cy and se/sy (practice/practise) Spell words containing hyphens Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically Use dictionaries and thesauruses to check meaning and spelling of words and confidently find synonyms and antonyms</p>
Transcription and spelling	Letter formation, placement, positioning	<p>3-4 Years PD Use a comfortable grip with good control when holding pens and pencils (tripod grip) Show a preference for a dominant hand 3-4 Years Writing Write some letters accurately. 4-5 Years PD Develop small motor skills so that a range of tools can be used competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, and scissors. Develop the foundations of a handwriting style, which is fast, accurate and efficient.</p>	<p>Write lower case and capital letters in the correct direction, starting and finishing in the right place and with a good level of consistency Sit correctly at a table, holding a pencil comfortably and correctly Form digits 0-9 Understand which letters belong to which handwriting 'families' ie letters that are formed in similar ways and to practise these</p>	<p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Form lower case letters of the correct size, relative to one another Use spacing between words</p>	<p>Use a neat, joined handwriting style with increasing accuracy and speed</p>	<p>Increase legibility, consistency, quality of handwriting Ensure downstrokes of letters are parallel and equidistant Ensure lines of writing are sufficiently spaced so that ascenders and descenders of letters do not touch</p>	<p>Increase speed of their handwriting speed so that problems with forming letters do not get in the way of writing down what they want to say Be clear about what standard of handwriting is appropriate for a particular task Eg quick notes or final handwritten version</p>	<p>Write legibly, fluently and with increasing speed Choose which shape of a letter to use when given specific choices Deciding whether or not to join specific letters Choose writing implement that is best suited for a task</p>

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Transcription and spelling	Letter formation, placement, positioning cont...	<p>ELG PD Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Begin to show accuracy and care when drawing.</p> <p>4-5 Years Writing Form lower-case and capital letters correctly.</p> <p>ELG Writing Write recognisable letters, most of which are correctly formed.</p>						
	Joining letters			Begin to use diagonal and horizontal strokes needed to join letters	Continue to use diagonal and horizontal strokes needed to join letters Understand which letters when adjacent to each other are best left unjoined	Confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency	Confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way	Recognise when to use a unjoined style e.g. for labelling a diagram or writing an email address or for algebra and when to use capital letters for filling in a form

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Writing composition	Planning writing and editing	<p>4-5 Years Re-read what they have written to check that it makes sense.</p>	<p>Say out loud what they are going to write Compose a sentence orally before writing it Sequence sentences to form short narratives Discuss what they have written Re-read their writing to check it makes sense and begin to independently change it Read writing aloud to be clearly heard by peers Use adjectives to describe</p>	<p>Write narratives about personal experiences Write about real events Write simple poetry Plan what they are going to write by writing down notes and new vocabulary Encapsulate what they want to say sentence by sentence Add, edit, revise and correct writing with teacher and others Re-read to check for sense Check correct tense is used Proofread to check for spelling errors and grammar and punctuation</p>	<p>Begin to use own ideas from their own reading and modelled examples to plan writing Proofread own and others' work to check and edit and improve Begin to organise writing into paragraphs around a theme Compose and rehearse sentences orally</p>	<p>Compose and rehearse sentences orally Build a varied and rich vocabulary and increasing range of sentence structures Consistently organise writing into paragraphs around a theme to add cohesion to aid the reader Proofread consistently and amend writing, correcting grammar, punctuation, spelling and adding nouns and pronouns for cohesion</p>	<p>Plan writing by: identifying audience and purpose selecting appropriate form using models of similar writing as guide consider how authors have developed characters and settings when planning their own proofread work by removing repetition or irrelevant details consistently link ideas across paragraphs proofread work to assess effectiveness and make necessary corrections and improvements</p>	<p>Develop initial ideas for writing Use organisational devices to structure text and guide the reader Use wide range of cohesive device to build cohesion within and across paragraphs Proofread and edit spelling and punctuation as a matter of habit Change vocabulary, grammar, punctuation to enhance meaning Recognise how words are related by meaning as synonyms and antonyms and use this knowledge to make improvements</p>

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Writing composition	Awareness of audience, purpose and structure	<p>3-4 Years C&L Be able to express a point of view and to debate when they disagree with an adult or friend using words as well as actions. Start a conversation of with an adult or friend and continue it for many turns</p> <p>4-5 Years C&L Articulate their ideas and thoughts in well formed sentences</p> <p>ELG C&L Express their ideas and feelings about their experiences in full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>Use a number of simple features of different text types Make relevant choices about subject matter and appropriate vocabulary choices Start to engage readers by using adjectives to describe</p>	<p>Write for different purposes Use new vocabulary from their reading and experiences Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Demonstrate increasing understanding of purpose and audience Discuss writing similar to theirs to understand and learn from the structure, grammar and vocabulary used Begin to use structure and layout of a range of texts Make deliberate word choices to add detail Begin to create settings, characters and plot in narratives</p>	<p>Write a wide range of narratives and non-fiction using a consistent and appropriate structure and genre-specific layout devices Write a range of narratives that are well-structured and well-paced Create detailed settings, characters and plot in narratives to engage the reader and add atmosphere Read aloud their own writing and control the tone and volume to make meaning clear</p>	<p>Plan writing by: identifying audience and purpose selecting appropriate form using models of similar writing as guide consider how authors have developed characters and settings when planning their own proofread work by removing repetition or irrelevant details consistently link ideas across paragraphs proofread work to assess effectiveness and make necessary corrections and improvements</p>	<p>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing Distinguish between the language of speech and writing and choose the appropriate level of formality Select grammar and vocabulary structures that reflect what the writing requires</p>

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Vocabulary, grammar and punctuation	Sentence construction and tense	<p>4-5 Years C&L Articulate their ideas and thoughts in well formed sentences</p> <p>ELG C&L Express their ideas and feelings about their experiences in full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	Use simple sentence structures	Use the present and past tenses mostly correctly and consistently Form sentences with different forms: statements, questions, exclamations and commands Use some features of Standard English	Try to maintain correct tense throughout a piece of writing with accurate subject and verb agreement Use 'a' and 'an' correctly	Always maintain accurate tense through a piece of writing Always use Standard English verb inflections accurately – we were, I did	Use a range of adverbs and modal verbs to indicate degrees of possibility Ensure consistent and correct use of tenses	Ensure consistent and correct use of tenses including correct subject and verb agreement when using singular and plural
	Use of phrases and clauses	<p>4-5 Years C&L Articulate their ideas and thoughts in well formed sentences</p> <p>ELG C&L Express their ideas and feelings about their experiences in full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	Use conjunction 'and' to link ideas and sentences Begin to form simple compound sentences	Use co-ordination (or, and, but) Use some subordination (when, if, that, because) Use expanded noun phrases to describe and specify	Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Use a range of conjunctions, adverbs and prepositions to show time, place and cause	Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions which are sometimes in varied positions within sentences Expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrase e.g. the heroic soldier, with the unbreakable spirit Consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition	Use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (later), place adverbials (nearby), number (secondly) Use relative clauses beginning with a relative pronoun with confidence	Use subjunctive form in formal writing Use perfect form of verbs to mark relationships of time and cause Use passive voice Use question tags in informal writing

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Punctuation	<p>4-5 Years Writing Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p>Use CL for names, places, week days, personal pronoun 'I' Use finger spaces Use FS to end sentences Begin to use ? and !</p>	<p>Use full range of KS1 punctuation mostly correctly: CL, FS, ?, !, Commas in lists Apostrophes to mark singular possession and contractions</p>	<p>Use full range of punctuation from KS1 Punctuate direct speech accurately including use of inverted commas</p>	<p>Use all punctuation in direct speech, including a comma after the reporting clause and all end punctuation within inverted commas Consistently use apostrophes for singular and plural possession</p>	<p>Use commas consistently to clarify meaning or to avoid ambiguity Use brackets, dashes, commas to indicate parenthesis</p>	<p>Use full range of KS2 punctuation correctly and accurate use of semi-colons, colons, hyphens Use punctuation precisely to enhance meaning and avoid ambiguity</p>
Use of terminology		<p>Recognise and use the terms CL, word, singular, plural, sentence, punctuation, FS, ?, !</p>	<p>Recognise and use the terms noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe commas</p>	<p>Recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas or speech marks</p>	<p>Recognise and use the terms determiner, pronoun, possessive pronoun, adverbial</p>	<p>Recognise and use the terms modal verb, relative pronouns, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>Recognise and use terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>