



Progression in Writing

	Grammar, Punctuation and Spelling	Handwriting and Transcription	Planning, Drafting and Editing	Terminology
Year 1	<p>Spell words containing each of the 40+ phonemes taught, common exception words, the days of the week, name the letters of the alphabet in order , use letter names to distinguish between alternative spellings of the same sound, use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs, Use the prefix un–, use –ing, –ed, –er and –est where no change is needed in the spelling of root words, apply simple spelling rules and guidance from Appendix 1, use regular plural noun suffixes (-s, -es) add verb suffixes where root word is unchanged (-ing, -ed, -er), add un- prefix to change meaning of adjectives/adverbs, combine words to make sentences, including using “and” sequence sentences to form short narratives, separate words with spaces, secure sentence demarcation (. ! ?) use capital letters for names and pronoun “I” begin to punctuate sentences using</p>	<p>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, form capital letters, form digits 0-9, understand which letters belong to which handwriting ‘families’ and to practise these, write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p>Say out loud what they are going to write about, compose a sentence orally before writing it, sequence sentences to form short narratives, re-read what they have written to check that it makes sense, discuss what they have written with the teacher or other pupils, read their writing aloud clearly enough to be heard by their peers and the teacher</p>	<p>letter, capital letter, word, singular, plural , sentence, punctuation, full stop, question mark, exclamation</p>

	a capital letter and a full stop, question mark or exclamation mark, use a capital letter for names of people, places, days of the week and personal pronoun "I" join words and clauses using "and"			
Year 2	Write sentences with different forms: statement, question, exclamation, command, use present and past tenses correctly and consistently including the progressive form, use subordination (when, if, that, or, because) and co-ordination (or, and, but) use some features of written Standard English, use suffixes (-ful, -er, -ness) apply sentence demarcation, use commas in lists, use apostrophes for omission and singular possession, learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, commas for lists and apostrophes for contracted forms and the possessive (singular) segment spoken words into phonemes and represent these by graphemes, spelling many correctly, learn new ways of spelling phonemes for which one or more spellings are already known and learn some words with homophones, learn to spell common exception words, distinguish between homophones and near homophones, learn to spell words with contracted forms, add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly, apply spelling rules and guidelines from Appendix 1, use expanded noun phrases to describe and specify	Form lower-case letters of the correct size relative to one another, 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, write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	Write narratives about personal experiences and those of others (real and fictional) write about real events, write poetry, write for different purposes, plan or say out loud what they are going to write about, write down ideas and/or key words including new vocabulary, encapsulate what they want to say sentence by sentence, evaluate their writing with the teacher and other pupils, re-read to check that their writing makes sense and that verbs indicate time and are used correctly and consistently including verbs in the continuous form, proof read to check for errors in spelling, grammar and punctuation, read aloud what they have written with appropriate intonation to make the meaning clear	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma
Year 3	Extend the range of sentences by using a wider range of conjunctions including <i>when, if, because, although</i>	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar,	adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel,

	<p>choose nouns and pronouns appropriately, use conjunctions, adverbs and prepositions to express time, cause and place, use the present perfect form of verbs in contrast to past tense, use "a" or "an" correctly, understand word families, form nouns using prefixes, use and punctuate direct speech, use the terminology of adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas, spell homophones, spell words often misspelt Appendix 1, use prefixes and suffixes, place the possessive apostrophe with regular and irregular plurals, use the first 2 or 3 letters of a word to check spelling in a dictionary</p>	<p>best left un-joined, increase the legibility, consistency and quality of their handwriting, write from memory simple sentences, dictated by the teacher, that include words and punctuation</p>	<p>discuss and record ideas, compose and rehearse sentences orally (including dialogue) build a varied and rich vocabulary and an increasing range of sentence structures, organise paragraphs around a theme, in narratives, create settings, characters and plot, in non-narrative material, using simple organisational devices (headings & subheadings) assess the effectiveness of their own and others' writing and suggest improvements, propose changes to grammar and vocabulary to improve consistency including the accurate use of pronouns in sentences, proofread for spelling and punctuation errors</p>	<p>vowel letter, inverted commas (or speech marks)</p>
<p>Year 4</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although, choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition, use fronted adverbials, know the difference between plural and possessive -s, use Standard English verb inflections (I did vs I done) use extended noun phrases, including with prepositions, make appropriate choice of pronoun or noun to create cohesion, use commas after fronted adverbials, indicate possession by using the possessive apostrophe with singular and plural nouns, use and punctuate direct speech (including punctuation within and surrounding inverted commas) use further prefixes and suffixes and understand how to add them, place the possessive apostrophe accurately in words with regular and irregular plurals, use the first two or</p>	<p>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, increase the legibility, consistency and quality of their handwriting, write from memory simple sentences, dictated by the teacher, that include words and punctuation</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar, discuss and record ideas, compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures, organise paragraphs around a theme, in narratives, create settings, characters and plot, in non-narrative material, use simple organisational devices, assess the effectiveness of their own and others' writing and suggesting improvements, propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, proofread for spelling and punctuation errors, 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</p>	<p>Determiner, pronoun, possessive pronoun, adverbial</p>

	three letters of a word to check its spelling in a dictionary, spell further homophones, spell words that are often misspelt Appendix 1			
Year 5	<p>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, use further prefixes and suffixes and understand the guidance for adding them, use dictionaries to check the spelling and meaning of words, use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary, use a thesaurus, use expanded noun phrases to convey complicated information concisely, use modal verbs or adverbs to indicate degrees of possibility, use the perfect form of verbs to mark relationships of time and cause, use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun, convert nouns or adjectives into verbs, use verb prefixes, use devices to build cohesion, including adverbials of time, place and number, use commas to clarify meaning or avoid ambiguity in writing, use brackets, dashes or commas to indicate parenthesis</p>	<p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters Choose the writing implement that is best suited for a task</p>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own, in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed, note and develop initial ideas, drawing on reading and research where necessary, select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning, in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action, make precise longer passages, use a wide range of devices to build cohesion within and across paragraphs, use further organisational and presentational devices to structure text and to guide the reader, assess the effectiveness of their own and others' writing, ensure 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, perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>

<p>Year 6</p>	<p>Use hyphens to avoid ambiguity, use semicolons, colons or dashes to mark boundaries between independent clauses, use a colon to introduce a list, punctuating bullet points consistently, recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms, use passive verbs to affect the presentation of information in a sentence, use the perfect form of verbs to mark relationships of time and cause, identify differences in informal and formal language, identify and use synonyms & antonyms, use further cohesive devices such as grammatical connections and adverbials, use of ellipsis, use a thesaurus, use expanded noun phrases to convey complicated information concisely, use modal verbs or adverbs to indicate degrees of possibility, 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, use further prefixes and suffixes and understand the guidance for adding them, use dictionaries to check the spelling and meaning of words, use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p>	<p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters Choose the writing implement that is best suited for a task</p>	<p>Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own, in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed, note and develop initial ideas, drawing on reading and research where necessary, select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning, in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action, make precise longer passages, use a wide range of devices to build cohesion within and across paragraphs, use further organisational and presentational devices to structure text and to guide the reader, assess the effectiveness of their own and others' writing, propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning, ensure the consistent and correct use of tense throughout a piece of writing, ensure 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, perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>
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