



Progression in Writing

	Nursery	Reception	Year 1	Year 2	Year 3/4	Year 5/6
Transcription	<ul style="list-style-type: none"> 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; write 'm' for mummy. Write some letters accurately 	<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with the letter/s. Write short sentences with words with known letter sound correspondences using a capital letter and a full stop. Form lower case and capital letters correctly. Re-read what they have written to check it makes sense. 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; 	<p><i>Spelling (see English Appendix 1)</i></p> <p>Pupils should be taught to:</p> <p>spell:</p> <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> name the letters of the alphabet naming the letters of the alphabet in order <p>add prefixes and suffixes:</p> <ul style="list-style-type: none"> using -s or -es as the plural marker for nouns and the third person singular mark for verbs using the prefix -un using -ing, -ed, -er and -est where no change is needed in spelling of root words (e.g. helping, helped, helper) 	<p><i>Spelling (see English Appendix 1)</i></p> <p>Pupils should be taught to:</p> <p>spell by:</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] and in words with irregular plurals [for example, children's] distinguishing between homophones and near-homophones 	<p><i>Spelling (see English Appendix 1)</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a 	<p><i>Spelling (see English Appendix 1)</i></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters e.g. knight, psalm, solemn 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 English Appendix 1

		<ul style="list-style-type: none"> Write simple phrases and sentences that can be read by others. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> apply simple spelling rules and guidelines, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using GPCs and common exception words taught so far 	<ul style="list-style-type: none"> add suffixes to spell longer words e.g. -ment, -ness, -ful, -less, -ly apply spelling rules and guidelines, listed in Appendix 1 write from memory simple sentences dictated by the teacher that include words using GPCs, common exception words and punctuation taught so far 	<ul style="list-style-type: none"> word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<ul style="list-style-type: none"> use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus
Handwriting	<ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors. 	<ul style="list-style-type: none"> Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style 	<ul style="list-style-type: none"> 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' (i.e. letters that are formed in similar ways) and to practise these 	<ul style="list-style-type: none"> 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 unjoined 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 	<ul style="list-style-type: none"> 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 increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and 	<p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters choosing the writing implement that is best suited for a task

	<ul style="list-style-type: none"> • Use a comfortable grip with good control when holding pens and pencils. • Shows a preference for a dominant hand. 	<ul style="list-style-type: none"> which is fast, accurate and efficient. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. 		descenders of letters do not touch	
Composition	<ul style="list-style-type: none"> • 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; write 'm' for mummy. 	<ul style="list-style-type: none"> saying out loud what they are going to write about <p>Pupils should be taught to:</p> <p>Write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils <p>read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p>Pupils should be taught to:</p> <p>Develop positive attitude towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing narratives and personal experiences and those of others (real and fictional) writing about real events, writing poetry, writing for different purposes <p>Consider what they are going to write about by:</p> <ul style="list-style-type: none"> • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence 	<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an 	<p>Pupils should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed <p>Draft and write by:</p>

			<p>Make simple addition, revisions and correction to their own writing by:</p> <ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly) • read aloud what they have written with appropriate intonation to make the meaning clear 	<p>increasing range of sentence structures (see English Appendix 2)</p> <ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices (for example, headings and sub-headings) <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency including the accurate use of pronouns in sentences • proof-read for spelling and punctuation errors • read aloud their own writing, to a group or the whole class, using appropriate intonation 	<ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • 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 organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
--	--	--	--	---	---

				and controlling the tone and volume so that the meaning is clear	<ul style="list-style-type: none"> ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural distinguishing between the language of speech and writing and choosing the appropriate register proof-read for spelling and punctuation errors perform their own compositions, using appropriate intonation so that meaning is clear
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. Use longer sentences of four to six words. 	<ul style="list-style-type: none"> Learn new vocabulary. Use new vocabulary throughout the day. Use new vocabulary in different contexts. 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>(See English Appendix 2)</p> <p>Should be taught to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> leaving spaces between words joining words and clauses using and 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' 	<p>(See English Appendix 2)</p> <p>Should be taught to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <p>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) learning how to use:</p> <p>sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify, e.g. the blue butterfly</p>	<p>(See English Appendix 2)</p> <p>Should be taught to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wide range of conjunctions, e.g. when, if, because, although using the present perfect form of verbs <p>(See English Appendix 2)</p> <p>Should be taught to:</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence

		<ul style="list-style-type: none"> learning the grammar for year 1 in English Appendix 2 use the grammatical terminology in English Appendix 2 in discussing their writing <p>the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and or but)</p> <p>the grammar for year 2 in English Appendix 2</p> <p>some features of written Standard English</p> <p>use and understand the grammatical terminology in English Appendix 2 in discussing their writing</p>	<ul style="list-style-type: none"> to mark relationships of time and cause choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech use and understand the grammatical terminology in 	<ul style="list-style-type: none"> using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun learning the grammar for years 5 and 6 in English Appendix 2 <p>indicate grammatical and other features by:</p> <ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between main clauses using a colon to introduce a list
--	--	--	--	--

				English Appendix 2 accurately and appropriately when discussing their writing and reading	<ul style="list-style-type: none">• punctuating bullet points consistently• use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading
--	--	--	--	---	--