

English - Writing Progression

**English - Writing – Transcription (Spellings)**

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Hear and say the initial sounds in words</p> <p>Link sounds to letters</p> <p>Write graphemes for the 40+ phonemes mostly accurately</p> <p>Write words in ways which match their spoken sounds</p> <p>Spell some simple cvc, ccvc, cvcc words correctly</p> <p>Begin to write some irregular common words</p> <p>Know most of the names of the letters of the alphabet</p>	<p>Spell words containing each of the 40+ phonemes already taught mostly accurately</p> <p>Show some accurate use of –ing –ed –er –est where no change is needed in the spelling of root words for example: helping, helped, helper</p> <p>Use their phase 2, 3, 4 and 5 phonic knowledge to write words in ways which match their spoken sounds (many being spelt correctly and others being phonetically plausible)</p> <p>Use –s, -es to form regular plurals correctly</p> <p>Use the prefix –un</p> <p>Spell most year 1 common exception words correctly</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others</p> <p>Recognise new ways of spelling phonemes for which one or more spellings are already known</p> <p>Recognise and spell common homophones (e.g. bare/bear, blue/blew).</p> <p>Spell many common exception words *</p> <p>Spell more words with contracted forms</p> <p>Apply phase 6 spelling rules when adding suffixes and prefixes to root words</p>	<p>Accurately spell the majority of the words on the KS1 spelling list and some of the words on the Y3/Y4 spelling list</p> <p>Apply the Year 3/4 rules that have been taught, including accurately spelling words with some prefixes and suffixes and some common homophones</p> <p>Begin to use a dictionary / spell checker to check the spelling of words</p>	<p>Accurately spell of the majority of the words on the Year 3/4 spelling list</p> <p>Correctly apply the Y3/Y4 rules taught for adding prefixes and suffixes</p> <p>Spell more homophones correctly</p> <p>Use a dictionary / spell checker to check the spelling of words</p> <p>Spell words using the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies').</p>	<p>Accurately spell of the majority of words from Y3/Y4 spelling list and apply spelling rules from Y3/Y4 curriculum</p> <p>Accurately spell some words from Year 5/6 spelling list</p> <p>Apply the spelling rules from Year 5/6 curriculum to add verb prefixes correctly</p> <p>Convert nouns or adjectives into verbs using suffixes</p>	<p>Spell correctly most words from the Year 5/6 spelling list*</p> <p>Use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p> <p>Spell complex homophones and near- homophones, including who's/whose and stationary/stationery</p>

Hear and say the initial sounds in words  Link sounds to letters	Spell some words that have more than one-syllable  Write some irregular common high frequency words	Spell simple compound words	Spell most Y1 and Y2 common exception words correctly  Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness-, -ful, -less, -ly)	Spell most Y3/Y4 words correctly	Spell all Y3/Y4 words correctly	Use a dictionary to check the spelling of more uncommon or ambitious vocabulary	Draw on their knowledge of morphology and etymology to spell correctly.
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English Writing - Handwriting						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being to use anti-clockwise movement and retrace vertical lines  Show a preference for a dominant hand  Begin to form some clearly identifiable letters to communicate meaning  Handle equipment and tools effectively, including pencils for writing  Write simple sentences which can be read by themselves and others.	Form lower-case and capital letters in the correct direction, starting and finishing in the right place  Leave spaces between words  Correctly form many capital letters	Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters  To form lower case letters of the correct size, relative to one another  Use spacing between words that reflects the size of letters  Begin to use the diagonal and horizontal strokes needed to join some letters	Use legible, joined handwriting with increasing accuracy	Use legible, joined handwriting consistently	Maintain legibility in joined handwriting	Maintain legibility in joined handwriting when writing at speed

Correctly form most letters of the alphabet (lower case)	Form letters of the correct size, orientation and relationship to one another	Begin to join some adjacent letters together with the correct joins	Use legible, joined handwriting	Maintain legibility in joined handwriting	Maintain legibility in joined handwriting when writing at speed	To appropriately match the standard of handwriting to the task in hand (un-joined for labelling a diagram, capitals for filling in a form)
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English Writing - Composition						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Give meaning to marks as they draw and paint	Sequence sentences to form short narratives	Write simple, coherent narratives about personal experiences and those of others (real or fictional)	Write effectively for a range of purposes and audiences, using appropriate language	Write effectively for a range of purposes and audiences, starting to select language to interest and engage the reader	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. The use of the first person in a diary; direct address in instructions and persuasive writing)
Begins to break the flow of speech into words	Compose a simple sentence orally before writing it	Write about real events, recording these simply and clearly	In narratives, develop settings, characters and plot In non-narrative writing, use simple organisational devices (for example, headings and sub-headings)	In narratives, describe settings and characters, using a range of descriptive devices	In narratives, describe settings and characters and begin to describe atmosphere	In narratives, describe settings, characters and atmosphere
Write their own names	Read aloud what they have written	Write simple poetry	Begin to use paragraphs to structure writing	In non-fiction use a consistent and appropriate structure	Begin to integrate dialogue within narratives to develop characters	Integrate dialogue to convey character and advance the action
Write label and captions	Re-read what they have written to check that it makes sense and make suggested change	Compose sentences orally before writing them	Make simple additions, revisions and proof-reading corrections	Use paragraphs to organise and structure according to purpose and audience	Begin to manipulate sentence structure for effect	
Write simple sentences which can be read by themselves and others	Draw on stories they know to inform their language and sentence structure in their writing	Encapsulate what they want to say, sentence by sentence		Proof-read confidently and amend their own and others writing	Begin to proof-read their work and assess the effectiveness of their own and others' writing , and make necessary corrections and improvements	
To express themselves effectively, showing awareness of listeners' needs.		Plan what to write by writing down ideas and key words/vocabulary				
		Re-read what they have written to ensure it makes sense and make any necessary changes				

Use key features of narrative in their writing	<p>Use some features of different text types in their writing Use simple and compound sentence structures</p> <p>Re-read what they have written and independently make changes Link sentences together with increasing fluency to form a short narrative</p>	<p>Write effectively and coherently for different purposes drawing on their reading to inform the vocabulary and grammar of their writing Make simple additional and revisions and proofreading corrections to their own writing.</p>	Use dialogue sparingly so it effectively adds detail to the writing	<p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (technical terminology, vivid language, word choice for emphasis)</p> <p>Proof-read confidently and amend their own and others writing correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.</p>	<p>Begin to integrate dialogue within narratives to develop characters and advance the action Select precise vocabulary and grammatical structures that reflect the level of formality mostly accurately</p> <p>Use the passive and active voice appropriately to control the level of formality of a piece of writing</p>	<p>Exercise assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</p> <p>Distinguish between the language of speech and writing and choose the appropriate register Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read and models for their own writing ( e.g. literally language, characterisation, structure)</p>
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**English Writing – Vocabulary, Grammar and Punctuation**

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Extend vocabulary by grouping and naming objects</p> <p>Explore the meaning of new words</p> <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>To use adjectives to describe nouns</p> <p>Punctuate sentences using a capital letter and a full stop mostly correctly</p> <p>Use conjunctions to join clauses e.g. 'and'</p> <p>Use a capital letter for the personal pronoun 'I'</p> <p>Use a capital letter for names of people, places, the days of the week mostly correctly</p> <p>Begin to use question marks and exclamation marks to punctuate sentences</p>	<p>Use present and past tense mostly correctly and consistently</p> <p>Form sentences with different forms: statement, question, exclamation, command</p> <p>Use co-ordination (e.g. or/and/but) and some subordination (e.g. when /if/ that/because) to join clauses</p> <p>Use expanded noun phrases to describe and specify</p> <p>Demarcate most sentences in their writing with capital letters and full stops, and use question marks and exclamation marks correctly when required</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although</p> <p>Use adverbs and prepositions to express place, time and cause</p> <p>Begin to use accurate verb tenses and subject-verb agreement in pieces of writing, including the present perfect tense</p> <p>Use expanded noun phrases to describe setting, characters and plots</p> <p>Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and singular possession</p> <p>Begin to use inverted commas for dialogue. Include dialogue in narrative, punctuated with inverted commas</p> <p>Maintain standard</p>	<p>Show appropriate use of fronted adverbials, correctly</p> <p>Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositions</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion</p> <p>Use a wide range of co-ordinating and subordinating conjunctions</p> <p>Use present, past, progressive and perfect tense verb forms accurately</p> <p>Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, commas after fronted adverbials, and apostrophes for contractions and for both singular and plural possession and inverted commas</p>	<p>Use adverbs to add detail, qualification and precision</p> <p>Use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that)</p> <p>Use a range of devices to build cohesion within and across paragraphs (conjunctions, adverbials, pronouns, synonyms)</p> <p>Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing</p> <p>Use a range of punctuation, mostly accurately, including: parenthesis, brackets, dashes, ellipses, hyphens and colons to introduce lists</p> <p>Use commas to clarify meaning or avoid ambiguity with increasing accuracy</p>	<p>Select vocabulary and grammatical structures that reflect what the writing requires, (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</p> <p>Use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms)</p> <p>Use verb tenses consistently and correctly throughout their writing</p> <p>Integrate dialogue in narratives to convey character and advance the action</p> <p>Use the range of punctuation taught at Key Stage 2 mostly correctly^ (e.g. inverted commas and</p>

			English forms e.g. a/an correctly	Maintain standard English forms e.g. was/were correctly		other punctuation to indicate direct speech)
Use a capital letter when writing their own name	<p>Begin to use adjectives correctly in their sentences</p> <p>Consistently use the full range of punctuation taught by the end of year one (mostly correctly)</p> <p>Draw on stories they know to inform their language and sentence structure in their writing</p>	Use the punctuation taught at Key Stage 1 mostly correctly	<p>Use a range of precise vocabulary (nouns, verbs, adjectives)</p> <p>Use a wide range of co-ordinating and subordinating conjunctions within and across sentences</p>	<p>Consistently use the full range of punctuation taught in Y3/Y4 mostly correctly</p> <p>Expand noun phrases with addition of ambitious modifying objectives and prepositional phrases</p> <p>Choose language used in dialogue effectively to convey characters, thoughts and feelings</p>	Use the full range of punctuation taught correctly and appropriately to enhance meaning	Use the range of punctuation taught at Key Stage 2 mostly correctly^ (e.g. semi-colons, dashes, colons, hyphens) and when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity