



# Writing – Learning Progression



Key Area		EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Transcript	Handwriting	<p>Children handle equipment and tools effectively, including pencils for writing.</p> <p>Write and form lower case and capital letters, most of which are correctly formed</p>	<p>Children sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction – starting and finishing in the right place</p> <p>Form capital letters and digits 0-9</p> <p>Understand which letters belong to which handwriting ‘families’ (eg: letters that are formed in similar ways) and practise these</p> <p>Leave spaces between words</p>	<p>Children form lower-case letters of the correct size relative to one another</p> <p>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 not joined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Use spacing between words that reflects the size of the letters</p>	<p>Writing is legible</p> <p>Letters are consistent in size and formation</p> <p>Capital letters are the correct size relative to lower case</p> <p>Writing is spaced sufficiently so that ascenders and descenders do not meet</p> <p>Diagonal and horizontal strokes are used consistently to join letters</p> <p>Know which letters, when adjacent, are best left not joined</p> <p>Appropriate letters are joined – consistent to the school’s handwriting approach</p>	<p>Writing is legible and fluent</p> <p>All letters and digits are consistently formed and of the correct size, orientation and relationship to one another</p> <p>Down strokes of letters are mostly parallel and equidistant</p> <p>Writing is spaced sufficiently so that ascenders and descenders do not meet</p> <p>Appropriate letters are joined consistently</p>	<p>Writing is legible and fluent and quality is beginning to be maintained at speed</p> <p>Correct choices are usually made about whether to join handwriting or print letters eg: when labelling a diagram</p> <p>Can usually choose the appropriate writing implement for the task</p>	<p>Writing is legible and fluent and quality is usually maintained when writing at a sustained, efficient speed</p> <p>Correct choices are made about whether to join handwriting or print letters etc.. and handwriting is adapted according to purpose eg: when labelling a diagram; showing emphasis in dialogue etc...</p> <p>Chooses the writing implement that is best suited for a task</p>

Spelling	Phonics	<p>Know that a rhyme has the same ending sound</p> <p>Know that words are made up of different parts</p> <p>Know the sounds that each letter makes</p> <p>Know that 2 letters together can make a sound</p> <p>Know that sounds can be blended to make a word</p>	<p>Know that the root word can be made plural by adding 's'</p> <p>Know words can be made smaller in length by omitting letters and adding an apostrophe</p>	<p>Know that a string of letters at the end of a root word changes or adds to the meaning of a word</p> <p>Know that 2 or more words can be grouped together to make a new word</p>	<p>Know that a string of letters at the beginning of a root word modifies the meaning of the word</p>			
	Morphology (word structure)	<p>Know that they can use phonic knowledge to make a plausible attempt to write a word.</p>	<p>Know that some simple prefixes and suffixes can be used to change the meaning of a root word</p> <p>Understand the rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Apply simple spelling rules and guidance from NC Appendix 1</p>	<p>Spell more words with contracted forms</p> <p>Know how to use possessive apostrophe (singular)</p> <p>Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly</p> <p>Apply spelling rules and guidance from NC Appendix 1</p>	<p>Use knowledge of morphology to spell some words with prefixes dis-, mis-, in-, super-, anti-</p> <p>Spell some words with the suffixes: -ation, -ly, -sure. -tion, -sion and -ssion</p> <p>Embed use of apostrophe for a range of contractions and for singular nouns</p> <p>Begin to use apostrophes for plural possession</p> <p>Spell some words from the Y3/Y4 Statutory Word List</p> <p>Use dictionaries to aid checking of spelling</p>	<p>Use knowledge of morphology to spell words with prefixes in- ilim- re- sub- inter- auto-</p> <p>Add suffixes which begin with a vowel eg: forget / forgetting</p> <p>Add suffixes -ous, -sion, -ssion, -tion, -cian and -ly eg: completely, basically – from the full range from the Y3/Y4 spelling appendix</p> <p>Use apostrophes to mark singular and plural possession</p> <p>Spell the majority of the words from the Y3/Y4 Statutory word list</p> <p>Use dictionaries independently to aid checking of spelling using the first 2 or 3 letters of a word</p>	<p>Spell most words with prefixes and suffixes in Y3/Y4 spelling appendix and some from the Y5/Y6 list eg: -cious, -cial, -ant, -ent, -ance, -ence</p> <p>Spell correctly words with letters which are not sounded eg: knight, solemn</p> <p>Know when to use the hyphen to join a prefix to a root eg: re-enter</p> <p>Spell the majority of words from the Y3/Y4 statutory word list and some words from the statutory Y5/Y6 list</p> <p>Use the first 3 or 4 letters of a word to check spelling and/or meaning in a dictionary</p>	<p>Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the Y5/Y6 spelling appendix eg: pre- re- -able, -ible, -ably, -ibly, -al, -ial</p> <p>Use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns</p> <p>Spell the majority of words from the statutory Y5/Y6 word list</p> <p>Independently and automatically use a dictionary to check the spelling / meaning of words when appropriate</p>

		Orthography (spelling structure)	<p>To know how to use their phonic knowledge to write words which match their spoken sounds</p> <p>Write some irregular common words</p> <p>Write some words spelt correctly</p> <p>Name the letters of the alphabet.</p>	<p>Spell words containing each of the 40+ phonemes taught so far – most words can be deciphered</p> <p>Spell most common exception words in the Y1 spelling appendix</p> <p>Know what a compound word is and be able to spell a set of simple compound words</p> <p>Name the letters of the alphabet in order</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p>	<p>To know how to segment spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>Learn new ways of spelling phonemes for which 1 or more spellings are already known – learn some words with each spelling including a few common homophones</p> <p>Distinguish between homophones and near homophones</p> <p>Spell common exception words</p>	<p>Write words spelt ei, eigh or ey</p> <p>Write words spelt ch eg: scheme, chemist, chef, brochure</p> <p>Spell a range of common homophones eg: berry/bury, break/brake, grown/groan</p>	<p>Write words spelt sc eg: science, discipline, crescent</p> <p>Write words ending with gue and que eg: league, tongue, antique</p> <p>Spell most homophones in the Y3/Y4 spelling appendix eg: accept/except; scene/seen</p>	<p>Spell some homophones from the Y5/Y6 spelling appendix</p> <p>Distinguish between some commonly confused words</p>	<p>Spelling some challenging homophones from the Y5/Y6 spelling appendix</p> <p>Distinguish between many commonly confused words</p>
Composition	Plan		<p>Engage in conversation about stories or events, learning new vocabulary</p>	<p>Say out loud what they are going to write about</p> <p>Compose a sentence orally before writing it</p>	<p>Plan or say out loud what they are going to write about.</p> <p>Write idea and/or key words including new vocab.</p>	<p>Talk about and record initial ideas</p> <p>Compose and rehearse sentences orally (inc dialogue)</p>	<p>Discuss and develop initial ideas in order to plan before writing</p>	<p>Discuss and develop a variety of initial ideas in order to plan before writing – choosing the most appropriate ideas to develop</p>	<p>Identify audience and purpose, selecting appropriate form and use other similar writing as a model.</p> <p>Note and develop initial ideas, drawing on reading and research where necessary.</p> <p>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to and seen performed.</p>

Writing and Drafting	Write recognisable letters, most of which are formed correctly	<p>Know that a sentence is made up of words that together convey meaning.</p> <p>Sequence sentences to form short narratives</p>	<p>Write down ideas and/or key words including new vocabulary</p> <p>Encapsulate what they want to say, sentence by sentence</p>	<p>Know that paragraphs scaffold writing and can use them to organise writing broadly around a theme with some scaffolding</p> <p>Know what chronological order is and use knowledge to write in sequence</p> <p>Describe characters, settings and/or plot in simple ways adding some interesting details</p>	<p>Organise writing into appropriate sections or paragraphs – both for fiction and non-fiction</p> <p>Know that writing can be presented in different ways</p> <p>Appropriately use a range of presentational devices including use of title and subheadings</p> <p>Describe characters, settings and plot with some appropriate interesting details</p>	<p>Organise writing into sections or paragraphs, create cohesion by linking ideas within paragraphs</p> <p>Use a range of presentational devices including use of title, subheadings and bullet points</p> <p>Describe characters, setting and plot with growing precision</p> <p>Find key words and ideas – begin to write summaries</p>	<p>Organise and shape paragraphs effectively – develop and expand some ideas in depth, adding detail within each paragraph</p> <p>Use a range of devices to link ideas within and across paragraphs eg: precise adverbials, deliberate repetition, sustained tense</p> <p>Use a range of presentational devices which clearly guide the reader eg: bullet points, tables, columns</p> <p>Integrate dialogue to convey and contrast characters and to advance the action</p> <p>Describe characters, settings and atmosphere with some precision</p> <p>Use complex plot structures</p>
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	Evaluating and Editing	Adapt narratives and stories with peers and teachers.	<p>Discuss what they have written with the teacher or other pupils</p> <p>Re-read what they have written to check that it makes sense</p>	<p>Evaluate their writing with the teacher and other pupils</p> <p>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently – including verbs in the continuous form</p> <p>Proof-read to check for errors in spelling, grammar and punctuation</p>	<p>Evaluate own and others' writing – with direction</p> <p>Re-read and check own writing against agreed criteria linked to spelling, grammar, punctuation and vocabulary</p> <p>Make changes to their own writing following a re-read</p>	<p>Evaluate own and others' writing making suggestions for improvements including content, grammar and vocabulary</p> <p>Proof-read, edit and revise their own work</p>	<p>Evaluate own and others' writing: proof-read, edit and revise – making changes which clarify descriptions and meaning</p> <p>Proof-read to ensure consistent and correct use of tense through a piece of writing; accurate spelling and punctuation</p>	<p>Evaluate own and others' writing: proof-read, edit and revise – making assured changes to enhance effects and clarify meaning</p> <p>Proof-read to ensure correct subject and verb agreement when using singular and plural – distinguishing between the language of speech and writing and choosing the appropriate register</p>
	Vocabulary	Use new vocabulary throughout the day	<p>To know what an adjective is and use in their writing.</p> <p>To know that they can join two sentences or clauses with the word and</p>	Know what an expanded noun phrase is and that it is used to describe and specify	Extend the range of sentences with more than one clause by using a wider range of conjunctions including: when, if, because, although, after, while, before, so	Develop vocabulary range to develop a wider range of word choices for adjectives, adverbs, conjunctions etc...	<p>Begin to use a thesaurus to expand vocabulary</p> <p>Choose vocabulary and grammar to suit formal and informal writing – with guidance</p> <p>Use vocabulary which is becoming more precise</p>	<p>Confidently use a thesaurus to find precise word choices and further expand vocabulary</p> <p>Select vocabulary and grammar to suit formal and informal writing with growing precision</p> <p>Use vocabulary which is varied, interesting and precise</p>

Grammar (see our grammar progression document)	Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses.	Know that there are different word classes e.g. noun, verb, adjectives and that the different classes have different purposes	<p>Know that there are different sentence types and use them - statement, question, exclamation, command</p> <p>Know that there are different tenses and use the present and past tenses correctly and consistently including the progressive form</p> <p>Know what a subordination (when, if, that, because) and coordination (or and but) are and use them</p> <p>Use some features of written Standard English</p> <p>Suffixes to form new words (-ful, -er. -ness)</p>	<p>Use a range of sentence types which are usually grammatically accurate eg: commands, questions, statements</p> <p>Use coordinating and simple subordinating conjunctions to join clauses</p> <p>Know, identify and use a range of prepositions</p> <p>Consolidate knowledge of word classes: noun, adjective, verb, adverb</p> <p>Use a or an according to whether the next word begins with a consonant or vowel</p> <p>Use the past or present tense appropriate; sometimes use the present perfect eg: He has gone out to play.</p>	<p>Use a range of sentence types which are grammatically accurate and begin to use sentences containing more than one clause</p> <p>Use a variety of coordinating and subordinating conjunctions accurately</p> <p>Use sequencing conjunctions</p> <p>Vary sentence openers – including using fronted adverbials</p> <p>Use expanded noun phrases and adverbial phrases to expand sentences</p> <p>Identify the correct determiner eg: a, an, these, those</p> <p>Use the appropriate pronoun or noun within and across sentences to aid cohesion /avoid repetition</p> <p>Usually use the past or present tense and 1st / 3rd person consistently</p>	<p>Write a range of sentence structures which are grammatically accurate</p> <p>Understand ‘relative clause’ begins with relative pronouns – who, which, where, when, whose</p> <p>Understand and indicate degrees of possibility using adverbs eg: perhaps, surely</p> <p>Understand and indicate degrees of possibility using modal verbs</p> <p>Understand and recognise the subjunctive form of the verb when appropriate</p> <p>Usually maintain the correct tense</p> <p>Begin to recognise active and passive voice</p> <p>Identify and select determiners (understand articles as specific determiners an, the, a)</p>	<p>Write a range of sentence structures (simple and complex) including relative clauses eg: using that, which</p> <p>Know and use modal verbs with precision to indicate degrees of possibility</p> <p>Maintain correct tense and control perfect form of verbs eg: He has collected some shells.</p> <p>Know, recognise and use the subjunctive form of the verb when appropriate</p> <p>Understand and use active and passive voice (to show the flow of ‘power’)</p> <p>Identify the subject and object</p> <p>Identify synonyms and antonyms</p>
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	Punctuation	Understand why questions.	<p>Know how to and begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Use a capital letter for names of people, places, days of the week and the personal pronoun I</p>	<p>Know and use familiar and new punctuation correctly including – full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for omission and singular possession</p>	<p>Know how to and demonstrate demarcating sentences with increasing security including capital letters, full stops, question marks, exclamation marks; commas to separate items in lists and apostrophe for both omission and possession</p> <p>Know how to identify direct speech and begin to use inverted commas for direct speech</p>	<p>Use sentence demarcation with accuracy including capital letters, full stops, question marks, exclamation marks, commas to separate items in lists and for fronted adverbials and use apostrophes correctly for both omission and possession</p> <p>Use inverted commas accurately for direct speech</p>	<p>Demarcate sentences correctly – use a comma for a pause in complex sentences</p> <p>Know how to and begin to use punctuation for parenthesis: brackets, commas and dashes</p>	<p>Use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; ellipsis; consistent use of bullet points</p>
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