



WRITING PROGRESSION OF SKILLS

	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Transcription</p> <p>Phase 1 Phase 2 (new) Phase 3 (new)</p>	<ul style="list-style-type: none"> * Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly. * Spell by learning new ways of spelling phonemes for which one or more spellings are already known * Spell common homophones * Spell common exception words taught so far * Add suffixes to spell longer words, including -ly * Use the possessive apostrophe (singular) * Add suffixes to spell longer words, including -ful, -less (to create adjectives) * Spell more words with contracted forms * Add suffixes to spell longer words – ment, -ness * Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	<ul style="list-style-type: none"> • Use further prefixes and suffixes and understand how to add them (English Appendix 1) • Spell words that are often misspelt (English Appendix 1) • Use the first two or three letters of a word to check its spelling in a dictionary • Form nouns using prefixes e.g. super, anti, auto • Spell further homophones and understand their meanings • Explore and accurately use word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<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 e.g. boys', girls' and in words with irregular plurals e.g. children's • Use the first two or three letters of a word to check its spelling in a dictionary • Plural nouns of words ending in 'o'. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<ul style="list-style-type: none"> • 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 • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • Use a thesaurus • Use further prefixes and suffixes and understand the guidance for adding them e.g. - dis-', 'de-', 'mis-', 'over-' and 're-' • Spell some words with 'silent' letters • Continue to distinguish between homophones and other words which are often confused 	<ul style="list-style-type: none"> • 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 • Use dictionaries to check the spelling and meaning of words • Use a thesaurus • Recognise how words are related by meaning as synonyms and antonyms * Use further prefixes and suffixes and understand the guidance for adding them * Spell some words with 'silent' letters • Continue to distinguish between homophones and other words which are often confused
<p>Handwriting</p> <p>Phase 1 Phase 2 (new) Phase 3 (new)</p>	<ul style="list-style-type: none"> * Form lower-case letters of the correct size relative to one another * 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 * Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined 	<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 	<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 • Is able to maintain fluency of writing and has sufficient stamina for typical written tasks • Can correctly join letters in accordance with the school's agreed style • Increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters * Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task 	<ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task
<p>Composition Composition & Effect</p> <p>Phase 1 Phase 2 (new) Phase 3 (new)</p>	<ul style="list-style-type: none"> * Consider what they are going to write before beginning by planning or saying out loud what they are going to write about * When planning, write down ideas and/or key words, including new vocabulary * Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils * Re-read to check that writing makes sense e.g. verb tense * Proof-read to check for errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> • Writing is clear in purpose • Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • When planning, discuss and record ideas • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary • Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements • In narratives, creates settings, characters and plot 	<ul style="list-style-type: none"> • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Plan their writing by discussing and recording ideas • Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements • In narratives, creates settings, characters and plot • Writing is clear in purpose • Use a varied and rich vocabulary • Description or detail in both narrative and non-narrative is expanded through an 	<ul style="list-style-type: none"> • Note and develop initial ideas, drawing on reading and research where necessary • Identify audience for, and purpose of, the writing • Select the appropriate form and use other similar writing as models for their own • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Evaluate and edit by assessing the effectiveness of their own and others' writing • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning 	<ul style="list-style-type: none"> • Note and develop initial ideas, drawing on reading and research where necessary • Identify the audience for and purpose of the writing • Select the appropriate form and use other similar writing as models for their own • Evaluate and edit by assessing the effectiveness of their own and others' writing • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision

	<ul style="list-style-type: none"> * Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience * Use adventurous vocabulary appropriate to task * Use a range of prepositions (behind, before, above, along) 	<ul style="list-style-type: none"> * Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier' * Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation 	<ul style="list-style-type: none"> appropriate and precise range of vocabulary * Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue) * Use figurative language such as similes, alliteration to build a picture in the readers head 	<ul style="list-style-type: none"> * Use expanded noun phrases to convey complicated information concisely * In narratives, describe settings, characters and atmosphere * Choose the appropriate register for the audience and purpose (formal or informal) * Viewpoint is established and generally maintained * Use figurative language such as similes, alliteration, metaphors and personification in poetry * Editing sentences by either expanding or reducing for meaning and effect * Content is balanced e.g. between action/ description/ dialogue, fact and comment 	<ul style="list-style-type: none"> * Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out/ discover; find out/ request; go in/ enter * In narratives, describe settings, characters and atmosphere * Integrate dialogue to convey character and advance the action * Use figurative language such as similes, alliteration, metaphors and personification in a range of writing * Select verb forms for meaning and effect e.g. deliberate change of tense * Manage shifts in levels of formality within a text * Select synonyms accurately for effect rather than as an alternative for an original word
Composition Text Structure & Organisation Phase 1 Phase 2 (new) Phase 3 (new)	<ul style="list-style-type: none"> * Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence * Use brief opening and ending * Appropriately sequences ideas * Link related sentences through the use of pronouns and adverbials where appropriate 	<ul style="list-style-type: none"> * Organise writing into logical chunks and write a coherent series of linked sentences for each * Select nouns and pronouns to provide clarity for the reader * Use simple organisational devices, e.g. headings and subheadings * Organise paragraphs around a theme * Vary nouns and pronouns to avoid repetition * Uses varied nouns and pronouns for cohesion 	<ul style="list-style-type: none"> * Non-narrative material uses simple organisational devices * Organise paragraphs around a theme * Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition * Use conjunctions, adverbs and prepositions to express time and cause for cohesion * Openings and closings are clearly signalled and well developed * Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences 	<ul style="list-style-type: none"> * Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining * Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences * Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly) * Linking ideas across paragraphs through tense choice (he had seen her before) * Use a wide range of devices to build cohesion within paragraphs 	<ul style="list-style-type: none"> * Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables * Draft and write by using a wide range of devices to build cohesion within paragraphs * Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis
Composition Sentence Structure Phase 1 Phase 2 (new) Phase 3 (new)	<ul style="list-style-type: none"> * Write questions (beginning with who/ what/ when/ where/ how etc) * Write statements * Write exclamatory sentences starting with 'what' or 'how'. * Write commands using the imperative form of a verb * Use sentences with different forms: statement, question, exclamation, command 	<ul style="list-style-type: none"> * Draft and write an increasing range of sentence structures (simple and compound) * Use some variation in sentence types (statement/ command/ question/ exclamation) * Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex) 	<ul style="list-style-type: none"> * Compose and rehearse sentences orally (including dialogue) * Use an increasing range of sentence length and structure * Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	<ul style="list-style-type: none"> * Make deliberate choices of sentence length and structure for impact on the reader * Fronted prepositional phrases for greater effect : Throughout the stormy winter ... Far beneath the frozen soil ... * Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports * Use a wide range of clause structures, sometimes varying their position within the sentence 	<ul style="list-style-type: none"> * Use a wide range of clause structures, sometimes varying their position within the sentence * Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse / the window in the greenhouse was broken * Use the structures typical of informal speech e.g. the use of question tags: He's your friend, isn't he? * Use the structures appropriate for formal speech and writing e.g. subjunctive forms such as If I were or Were they to come
Vocabulary, Grammar & Punctuation Phase 1 Phase 2 (new) Phase 3 (new)	<ul style="list-style-type: none"> * Use capital letters, full stops, question marks and exclamation to demarcate sentences * Use coordinating conjunctions (or/and/but) * Write expanded noun phrases to describe and specify * Use the present and past tenses correctly and consistently * Use -ly to turn adjectives into adverbs – slow/ slowly * Use subordinating conjunctions (when/ if /that /because) * Use commas to separate items in a list * Use apostrophes to mark where letters are missing in spelling * Use the suffixes -er, -est, in adjectives 	<ul style="list-style-type: none"> * Use conjunctions to express time, place and cause * Use adverbs and prepositions to express time, place and cause * Use inverted commas to punctuate direct speech * Know when to use 'a' and 'an' * Proof-read for spelling and punctuation errors * Use irregular simple past-tense verbs e.g. awake / awoke * Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play * Indicate possession by using the possessive apostrophe with plural nouns * Propose changes to grammar and vocabulary to improve consistency, 	<ul style="list-style-type: none"> * Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!" * Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair * Understand the difference between plural and possessive -s * Proof-read for spelling and punctuation errors * Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	<ul style="list-style-type: none"> * Proof-read for spelling and punctuation errors * Use relative clauses beginning with who, which, where, when, whose, that * Use commas to clarify meaning or avoid ambiguity in writing * Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify' * Ensure correct subject and verb agreement when using singular and plural * Use brackets, dashes or commas to indicate parenthesis * Use the perfect form of verbs to mark relationships of time and cause * Use modal verbs or adverbs to indicate degrees of possibility * Ensure the consistent and correct use of tense throughout a piece of writing 	<ul style="list-style-type: none"> * Proof-read for spelling and punctuation errors * Ensure the consistent and correct use of tense throughout a piece of writing * Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun * Use correct subject and verb agreement when using singular and plural * Use brackets, dashes or commas to indicate parenthesis * Use a colon to introduce a list * Use a semi colon within lists * Use semi colons, colons or dashes to mark boundaries between independent clauses * Use hyphens to avoid ambiguity

	<ul style="list-style-type: none"> * Use the progressive form correctly and consistently e.g. he was shouting. * Use apostrophes to mark singular possession in nouns • Form nouns using suffixes –ness, -er and by compounding e.g. whiteboard, superman • Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma 	<p>including the accurate use of pronouns in sentences</p> <ul style="list-style-type: none"> • Use fronted adverbials • Use commas after fronted adverbials • Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted comma 	<ul style="list-style-type: none"> • Standard English forms for verb inflections instead of local spoken forms • Use fronted adverbials followed by a comma • Use the present perfect form of verbs in contrast to the past tense • Indicate possession by using the possessive apostrophe with plural nouns <ul style="list-style-type: none"> • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: determiner, pronoun, possessive pronoun, adverbial 	<ul style="list-style-type: none"> • Use a colon to introduce a list <ul style="list-style-type: none"> • Use semi colons, colons or dashes to mark boundaries between independent clauses • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity 	<ul style="list-style-type: none"> • Use the perfect form of verbs to mark relationships of time and cause • Use modal verbs or adverbs to indicate degrees of possibility • Punctuate bullet points consistently <ul style="list-style-type: none"> • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, comma, semi colon, bullet points
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