



KS1 / KS2 Writing Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and whole word spelling	<ul style="list-style-type: none"> <input type="checkbox"/> Words containing each of the 40+ phonemes taught <input type="checkbox"/> Common exception words <input type="checkbox"/> The days of the week <input type="checkbox"/> Name the letters of the alphabet in order <input type="checkbox"/> Using letter names to distinguish between alternative spellings of the 	<ul style="list-style-type: none"> <input type="checkbox"/> Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. <input type="checkbox"/> Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones <input type="checkbox"/> Learning to spell common exception words <input type="checkbox"/> Distinguishing between homophones and near homophones 	<ul style="list-style-type: none"> <input type="checkbox"/> Spell further homophones <input type="checkbox"/> Spell words that are often misspelt 	<ul style="list-style-type: none"> <input type="checkbox"/> Spell further homophones <input type="checkbox"/> Spell words that are often misspelt 	<ul style="list-style-type: none"> <input type="checkbox"/> Spell some words with 'silent' letters <input type="checkbox"/> continue to distinguish between homophones and other words which are often confused <input type="checkbox"/> Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically 	<ul style="list-style-type: none"> <input type="checkbox"/> Spell some words with 'silent' letter <input type="checkbox"/> continue to distinguish between homophones and other words which are often confused <input type="checkbox"/> Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically

<p>Prefixes, suffixes and other spelling strategies</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Using the spelling rule for adding – s or –es as the plural marker for nouns and the third person singular marker for verbs. <input type="checkbox"/> Using the prefix un– to change the meaning of adjectives/adverbs <input type="checkbox"/> Using –ing, –ed, –er and –est where no change is needed in the spelling of root words. <input type="checkbox"/> Apply simple spelling rules. 	<ul style="list-style-type: none"> <input type="checkbox"/> Learning the possessive apostrophe (singular). <input type="checkbox"/> Learning to spell more words with contracted forms. <input type="checkbox"/> Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly. <input type="checkbox"/> Apply spelling rules. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use further prefixes and suffixes and understand how to add them. <input type="checkbox"/> Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. <input type="checkbox"/> Use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> <input type="checkbox"/> Use further prefixes and suffixes and understand how to add them. <input type="checkbox"/> Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. <input type="checkbox"/> Use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> <input type="checkbox"/> Use further prefixes and suffixes and understand the guidance for adding them. <input type="checkbox"/> Use dictionaries to check the spelling and meaning of words. <input type="checkbox"/> Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	<ul style="list-style-type: none"> <input type="checkbox"/> Use further prefixes and suffixes and understand the guidance for adding them. <input type="checkbox"/> Use dictionaries to check the spelling and meaning of words. <input type="checkbox"/> Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
<p>Transcription</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Write simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<ul style="list-style-type: none"> <input type="checkbox"/> Write 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"> <input type="checkbox"/> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> <input type="checkbox"/> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 		
<p>Handwriting / Presentation</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters 	<ul style="list-style-type: none"> <input type="checkbox"/> Form lower-case letters of the correct size relative to one another. <input type="checkbox"/> Start using some 	<ul style="list-style-type: none"> <input type="checkbox"/> Use the diagonal and horizontal strokes that are needed to join letters and understand 	<ul style="list-style-type: none"> <input type="checkbox"/> Use the diagonal and horizontal strokes that are needed to join letters and understand 	<ul style="list-style-type: none"> <input type="checkbox"/> Choosing which shape of a letter to use when given choices and deciding whether or not 	<ul style="list-style-type: none"> <input type="checkbox"/> Choosing which shape of a letter to use when given choices and deciding whether or not

	<p>in the correct direction, starting and finishing in the right place.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leaving spaces between words. <input type="checkbox"/> Form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' and to practise these 	<p>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.</p>	<p>which letters, when adjacent to one another, are best left unjoined.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increase the legibility, consistency and quality of their handwriting 	<p>which letters, when adjacent to one another, are best left unjoined.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Increase the legibility, consistency and quality of their handwriting 	<p>to join specific letters.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Choosing the writing implement that is best suited for a task 	<p>to join specific letters.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Choosing the writing implement that is best suited for a task
Contexts for writing		<ul style="list-style-type: none"> <input type="checkbox"/> Writing narratives about personal experiences and those of others (real and fictional) <input type="checkbox"/> Writing about real events <input type="checkbox"/> Writing poetry <input type="checkbox"/> Writing for different purposes 	<ul style="list-style-type: none"> <input type="checkbox"/> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> <input type="checkbox"/> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. <input type="checkbox"/> In writing narratives, considering how authors have developed 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. <input type="checkbox"/> In writing narratives, considering how authors have developed

					characters and settings in what pupils have read, listened to or seen performed	characters and settings in what pupils have read, listened to or seen performed
Planning writing	<input type="checkbox"/> Saying out loud what they are going to write about. <input type="checkbox"/> Composing a sentence orally before writing it.	<input type="checkbox"/> Planning or saying out loud what they are going to write about.	<input type="checkbox"/> Discussing and recording ideas. <input type="checkbox"/> Composing and rehearsing sentences orally (including dialogue). <input type="checkbox"/> Progressively building a varied and rich vocabulary and an increasing range of sentence structures.	<input type="checkbox"/> Discussing and recording ideas. <input type="checkbox"/> Composing and rehearsing sentences orally (including dialogue). <input type="checkbox"/> Progressively building a varied and rich vocabulary and an increasing range of sentence structures.	<input type="checkbox"/> Noting and developing initial ideas, drawing on reading and research where necessary.	<input type="checkbox"/> Noting and developing initial ideas, drawing on reading and research where necessary.
Drafting Writing	<input type="checkbox"/> Sequencing sentences to form short narratives. <input type="checkbox"/> Re-reading what they have written to check that it makes sense	<input type="checkbox"/> Writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence	<input type="checkbox"/> Organising paragraphs around a theme in narratives, creating settings, characters and plot. <input type="checkbox"/> In non-narrative,	<input type="checkbox"/> Organising paragraphs around a theme. <input type="checkbox"/> In narratives, creating settings, characters and plot. <input type="checkbox"/> In non-narrative, using simple	<input type="checkbox"/> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. <input type="checkbox"/> In narratives,	<input type="checkbox"/> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. <input type="checkbox"/> In narratives,

			using simple organisational devices (headings & subheadings)	organisational devices.	describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages. <input type="checkbox"/> Using a wide range of devices to build cohesion within and across paragraphs. <input type="checkbox"/> Using further organisational and presentational devices to structure text and to guide the reader	describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précising longer passages. <input type="checkbox"/> Using a wide range of devices to build cohesion within and across paragraphs. <input type="checkbox"/> Using further organisational and presentational devices to structure text and to guide the reader
Editing writing	<input type="checkbox"/> Discuss what they have written with the teacher or other pupils	<input type="checkbox"/> Evaluating their writing with the teacher and other pupils. <input type="checkbox"/> Rereading to check that their writing makes	<input type="checkbox"/> Assessing the effectiveness of their own and others' writing and suggesting improvements. <input type="checkbox"/> Proposing	<input type="checkbox"/> Assessing the effectiveness of their own and others' writing and suggesting improvements. <input type="checkbox"/> Proposing	<input type="checkbox"/> Assessing the effectiveness of their own and others' writing <input type="checkbox"/> Proposing changes to vocabulary,	<input type="checkbox"/> Assessing the effectiveness of their own and others' writing <input type="checkbox"/> Proposing changes to vocabulary,

		<p>sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p><input type="checkbox"/> Proofreading to check for errors in spelling, grammar and punctuation</p>	<p>changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p><input type="checkbox"/> Proofread for spelling and punctuation errors</p>	<p>changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p><input type="checkbox"/> Proofread for spelling and punctuation errors</p>	<p>grammar and punctuation to enhance effects and clarify meaning.</p> <p><input type="checkbox"/> Ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p><input type="checkbox"/> Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p><input type="checkbox"/> Proofread for spelling and punctuation errors</p>	<p>grammar and punctuation to enhance effects and clarify meaning.</p> <p><input type="checkbox"/> Ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p><input type="checkbox"/> Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p><input type="checkbox"/> Proofread for spelling and punctuation errors</p>
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Performing writing	<input type="checkbox"/> Read their writing aloud clearly enough to be heard by their peers and the teacher.	<input type="checkbox"/> Read aloud what they have written with appropriate intonation to make the meaning clear	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	<input type="checkbox"/> Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Vocabulary	<input type="checkbox"/> Joining words and joining clauses using "and"	<input type="checkbox"/> Using expanded noun phrases to describe and specify	<input type="checkbox"/> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. <input type="checkbox"/> Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition <input type="checkbox"/> Using conjunctions, adverbs and prepositions to express time and cause (and place)	<input type="checkbox"/> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. <input type="checkbox"/> Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	<input type="checkbox"/> Use a thesaurus to enrich vocabulary choices. <input type="checkbox"/> Use expanded noun phrases to convey complicated information concisely. <input type="checkbox"/> Using modal verbs or adverbs to indicate degrees of possibility	<input type="checkbox"/> Use a thesaurus to enrich vocabulary choices. <input type="checkbox"/> Use expanded noun phrases to convey complicated information concisely. <input type="checkbox"/> Using modal verbs or adverbs to indicate degrees of possibility
Grammar	<input type="checkbox"/> To combine words to make sentences, including using 'and' <input type="checkbox"/> Demarcation (. ! ?) capital letters for names and pronoun 'I')	<input type="checkbox"/> To combine words to make sentences, including using 'and' <input type="checkbox"/> Demarcation (. ! ?) capital letters for names and pronoun 'I')	<input type="checkbox"/> Using the present perfect form of verbs in contrast to the past tense. <input type="checkbox"/> Form nouns using prefixes (super- , anti-). <input type="checkbox"/> Use the correct form of 'a' or 'an'. <input type="checkbox"/> Understand word	<input type="checkbox"/> Using fronted adverbials. <input type="checkbox"/> Difference between plural and possessive –s <input type="checkbox"/> Use standard English verb inflections (I did vs I done). <input type="checkbox"/> Use extended	<input type="checkbox"/> Using the perfect form of verbs to mark relationships of time and cause <input type="checkbox"/> Using relative clauses beginning with who, which, where, when, whose, that or with an implied	<input type="checkbox"/> Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of

			families based on common words (solve, solution, dissolve, insoluble)	noun phrases, including with prepositions <input type="checkbox"/> Use appropriate choice of pronoun or noun to create cohesion	relative pronoun. <input type="checkbox"/> Converting nouns or adjectives into verbs/ verb prefixes. <input type="checkbox"/> Using devices to build cohesion, including adverbials of time, place and number	information in a sentence. <input type="checkbox"/> Using the perfect form of verbs to mark relationships of time and cause. <input type="checkbox"/> Differences in informal and formal language synonyms & Antonyms. <input type="checkbox"/> Use further cohesive devices such as grammatical connections and adverbials. <input type="checkbox"/> Use of ellipsis
Punctuation	<input type="checkbox"/> Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. <input type="checkbox"/> Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	<input type="checkbox"/> Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)	<input type="checkbox"/> Using and punctuating direct speech (i.e. Inverted commas)	<input type="checkbox"/> Using commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns. <input type="checkbox"/> Using and punctuating direct speech (including punctuation within and surrounding inverted commas)	<input type="checkbox"/> Using commas to clarify meaning or avoid ambiguity in writing <input type="checkbox"/> Using brackets, dashes or commas to indicate parenthesis	<input type="checkbox"/> Using hyphens to avoid ambiguity. <input type="checkbox"/> Using semicolons, colons or dashes to mark boundaries between independent clauses. <input type="checkbox"/> Using a colon to introduce a list. <input type="checkbox"/> punctuating bullet points consistently
Grammar Terminology	<input type="checkbox"/> Letter, capital letter, word, singular, plural, sentence punctuation, full stop, question	<input type="checkbox"/> Noun, noun phrase, statement, question, exclamation, command, compound,	<input type="checkbox"/> Adverb, preposition conjunction, word family, prefix, clause, subordinate	<input type="checkbox"/> Determiner, pronoun, possessive pronoun, adverbial	<input type="checkbox"/> Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion,	<input type="checkbox"/> Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet

	mark, exclamation mark	adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma	clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')		ambiguity	points
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