



WRITING PROGRESSION - KNOWLEDGE AND SKILLS

Oracy and Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sentence Stems Sentence stems I like... I don't like... One day... Next... In the end... I think...because</p>	<p>Sentence Stems I like/don't like... because... I think... happened because... I feel that... Next time I ... First, next... I agree/disagree because...</p>	<p>Sentence Stems I think...because... They are similar/different because... I know this because... I found... Next time I could... It was interesting because... I like the part where.... I predict that...</p>	<p>Sentence Stems An argument for/against is... I understand, however... It appears to be... I enjoyed it because... Maybe next time you could try... My opinion is... Building on... I remember that...</p>	<p>Sentence Stems An argument for/against is... I understand, however... It appears to be... I understand that depending on... I understand your point of view however... You could improve this work by... It was successful because... Due to the fact that... Most reasonable people would agree that... Due to... Subsequently...</p>	<p>Sentence Stems In my opinion... I have two main reasons for... In some ways... Another feature... However they also differ... Perhaps some people would argue... Furthermore they... It is clear that... I deduce that... In conclusion... Perhaps the reason... Therefore, in my opinion...</p>	<p>Sentence Stems On the one hand... I am convinced that... Given that... Another feature they have in common... The similarities/differences are significant because... Based on... Having considered... This infers... This suggests... Having considered... This is supported by the fact that... Possible improvements may include... Evidently... Owing to... After consideration /reflection... In summary... The consequences of...</p>

Vocabulary Letter, word, sentence	Vocabulary letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	Vocabulary To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	Vocabulary conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	Vocabulary determiner pronoun, possessive pronoun adverbial	Vocabulary Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity	Vocabulary Subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

Text Types and Genres						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Traditional and fairy tales Stories with predictable and patterned language	Traditional and fairy tales Stories with predictable and patterned language Stories with familiar settings Character/setting descriptions	Traditional stories Different stories by the same author Character/setting descriptions Extended stories Stories from other cultures	Stories with familiar settings Myths and legends Adventure and mystery Dialogue and plays Character descriptions Setting descriptions	Stories with a historical setting Stories which raise issues or dilemmas Stories set in an imaginary world Stories from other cultures Play scripts Narrative writings from different viewpoints	Fables, myths and legends Stories from other cultures Film narrative Play scripts Diary writing Significant authors Classic fiction	Stories with flashbacks Reading and writing narrative Setting descriptions Diary Classic fiction
Labels, lists and captions	Instructions	Reports Information texts	Instructions Information texts	Information texts Instructions	Reports Explanation texts	Autobiographies /biographies

Information texts	Labels, lists and captions Letters Information texts Invitations Diary Recounts	Recounts Lists Instructions Fact writing	Letters/informal Information texts Reports Recounts	Newspaper articles Persuasive texts Explanation texts Letters/informal Recount Note writing Leaflets	Recounts Persuasive writing Letters	Arguments Formal/impersonal writing Letters Persuasive writing Recounts Non-chronological reports Explanations
	Use the senses Pattern and rhyme	Poems on a theme Using the senses Pattern and rhyme	Poems to perform Language play	Poems to perform Creating images Exploring form Language play	Poetic style Narrative poetry Performance poetry	The power of imagery Narrative poetry

Phonics and spelling rules

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To use phonic knowledge to decode regular words and read them aloud accurately (Linked to RWI scheme of work)	To know all letters of the alphabet and the sounds which they most commonly represent. To recognise consonant digraphs which have been taught and the sounds which they represent. To recognise vowel digraphs which have been taught and the sounds	To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically plausible attempts at others. To recognise new ways of spelling phonemes for which one or more spellings are already known and	To spell words with the /ei/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey). To spell words with the /i/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym). To spell words with a	To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television). To spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion,	To spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious). To spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).	To spell words ending in -able and -ably (e.g. adorable/adorably, applicable/applicably, considerable/considerably, tolerable/tolerably). To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly).

	<p>which they represent. To recognise words with adjacent consonants. To accurately spell most words containing the 40+ previously taught phonemes and GPCs. To spell some words in a phonically plausible way, even if sometimes incorrect. To apply Y1 spelling rules and guidance*,</p>	<p>to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight). To apply further Y2 spelling rules and guidance*</p>	<p>/k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character). To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique). To spell words with a / sh/sound spelt with 'ch' (e.g. chef, chalet, machine, brochure). To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country). To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure). To spell words ending with the /cher/ sound spelt with 'ture' (e.g.</p>	<p>confession, permission, admission). To spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion). To spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician). To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).</p>	<p>To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight). To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).</p>	<p>To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize). To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial). To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</p>
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			creature, furniture, picture, nature, adventure).			
To write some irregular common words. (See Read Write Inc Scheme)	To spell all Y1 common exception words correctly.* To spell days of the week correctly.	To spell most Y1 and Y2 common exception words correctly.	To spell many of the Y3 and Y4 statutory spelling words correctly.	To spell all of the Y3 and Y4 statutory spelling words correctly	To spell many of the Y5 and Y6 statutory spelling words correctly.	To spell all of the Y5 and Y6 statutory spelling words correctly.
	To use -s and -es to form regular plurals correctly. To use the prefix 'un-' accurately. To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).	To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.	To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse). To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules. To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g.	To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense). To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration). To spell words with the	To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate). To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise). To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify). To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).	To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance). To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).

			<p>limiting offering). To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).</p>	<p>suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p>		<p>To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).</p>
	<p>To spell simple compound words (e.g. dustbin, football). To read words that they have spelt. To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes</p>	<p>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. To learn the possessive singular apostrophe (e.g. the girl's book). To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words</p>	<p>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male. To use the first two or three letters of a word to check its spelling in a dictionary</p>	<p>To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's). To use their spelling knowledge to use a dictionary more efficiently.</p>	<p>To spell complex homophones and near homophones, including who's/whose and stationary/stationery. To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/practise, licence/license, advice/advise). To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own). To use a knowledge of morphology and etymology in spelling and understand that the spelling of some</p>

		<p>and punctuation taught so far.</p> <p>To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single syllable and multisyllabic words.</p> <p>To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</p>				<p>words needs to be learnt specifically.</p> <p>To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.</p>
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Writing Transcription - Handwriting and Presentation

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To show good control and coordination in large and small movements.</p> <p>To move confidently in a</p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p>	<p>To use a neat, joined handwriting style with increasing accuracy and speed</p> <p>To continue to use the diagonal</p>	<p>To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the downstrokes of letters are parallel</p>	<p>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what</p>	<p>To 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

<p>range of ways, safely negotiating space. To handle equipment and tools effectively, including pencils for writing. Use RWI letter formation when ready To write simple sentences which can be read by themselves and others.</p>	<p>consistency. To sit correctly at a table, holding a pencil comfortably and correctly. To form digits 0-9. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. To use finger spaces. Nelson writing to be used as a model in Y1 promoting children to join as and when they are ready.</p>	<p>To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters. To begin to use the diagonal and horizontal strokes needed to join letters. To use joined writing by the end of Y2 To write full date and underline on each piece of work (short date maths) (pen licences can be earned from Y2)</p>	<p>and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined. To always start at the margin and leave a line between paragraphs</p>	<p>and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>	<p>they want to say. To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p>	<p>deciding whether or not to join specific letters; - choosing the writing implement that is best suited for a task. To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>
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Writing composition: Planning, Editing, Purpose and Audience

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To develop their own narratives and explanations by	To say out loud what they are going to write about.	To write about personal	To begin to use ideas from their own reading and modelled	To compose and rehearse sentences orally (including	To plan their writing by identifying the audience for and	To note down and develop initial ideas, drawing on reading and

<p>connecting ideas or events. To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>To compose a sentence orally before writing it. To sequence sentences to form short narratives. Use a story map. Use 5 part story plan opening, build up, problem, resolution, ending To discuss what they have written with the teacher or other pupils. To reread their writing to check that it makes sense and to independently begin to make changes. To read their writing aloud clearly enough to be heard by their peers and the teacher. To use adjectives to describe.</p>	<p>experiences and those of others (real and fictional). To write about real events. To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary. Use story maps and mountains and 'boxing up' text. To encapsulate what they want to say, sentence by sentence. To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. To reread to check that their writing makes sense and that the correct tense is used throughout.</p>	<p>examples to plan their writing. Use story mountains, maps and 'boxing up' of texts To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. To begin to organise their writing into paragraphs around a theme. To compose and rehearse sentences orally (including dialogue).</p>	<p>dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. Use story mountains, maps and 'boxing up' of texts To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>	<p>purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. To proofread work to precis longer passages by removing unnecessary repetition or irrelevant details. To consistently link ideas across paragraphs. To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>research where necessary. To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). To use a wide range of devices to build cohesion within and across paragraphs. To habitually proofread for spelling and punctuation errors. To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge</p>
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		To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).				to make improvements to their writing.
To express themselves effectively, showing awareness of listeners' needs.	To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. To start to engage readers by using adjectives to describe.	To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences. To read aloud what they have written with appropriate intonation to make the meaning clear.	To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail.	To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write a range of narratives that are well- structured and well-paced. To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. To begin to read aloud their own writing, to a group or the whole	To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.	To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). To distinguish between the language of speech and writing and to choose the appropriate level of formality. To select vocabulary and grammatical structures that

			To begin to create settings, characters and plot in narratives.	class, using appropriate intonation and to control the tone and volume so that the meaning is clear.	To regularly use dialogue to convey a character and to advance the action. To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.	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).
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Grammar and Punctuation

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To answer 'how' and 'why' questions about their experiences and in response to stories or events. To use past, present and future forms accurately when talking about events that have happened or are to happen in the future	To use simple sentence structures.	To use the present tense and the past tense mostly correctly and consistently. To form sentences with different forms: statement, question, exclamation, command. To use some features of written Standard English	To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing	To always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.	To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. To ensure the consistent and correct use of tense throughout all pieces of writing.	To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.

<p>To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').</p>	<p>To use the joining word (conjunction) 'and' to link ideas and sentences. To begin to form simple compound sentences.</p>	<p>To use co-ordination (or/and/but). To use some subordination (when/if/that/because). To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. To use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. To expand noun phrases with the addition of attributive modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p>	<p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scuffle, who was a famous inventor, had made a new discovery.</p>	<p>To use the subjunctive form in formal writing. To use the perfect form of verbs to mark relationships of time and cause. To use the passive voice. To use question tags in informal writing.</p>
	<p>To use capital letters for names, places, the days of the week</p>	<p>To use the full range of punctuation taught at key stage 1</p>	<p>To use the full range of punctuation from previous year</p>	<p>To use all of the necessary punctuation in direct speech,</p>	<p>To use commas consistently to clarify</p>	<p>To use the full range of punctuation taught at key stage 2</p>

	and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. To begin to use question marks and exclamation marks.	mostly correctly including: - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; apostrophes to mark singular possession and contractions.	groups. To punctuate direct speech accurately, including the use of inverted commas.	including a comma after the reporting clause and all end punctuation within the inverted commas. To consistently use apostrophes for singular and plural possession.	meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis	correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.
To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture	To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial	To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity	To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semicolon and bullet points.

*These are detailed in the word lists within the spelling appendix to the national curriculum (English appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

Additional Guidance through Talk for Writing

<https://www.talk4writing.co.uk/wp-content/uploads/2018/12/1-overview-Grammar-progression-new.pdf>