

English Progression: Writing

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				Objectives for Years 5 and 6 are the same.		Objectives for Years 5 and 6 are the same.	
Spelling	Pupils should be taught to: • Learn a range of phoneme / grapheme correspondence. • Apply to simple CVC words. • Use phonic knowledge to spell words. • Spell some irregular common words correctly. • Write simple rhyming strings, following pattern. • Begin to name the letters of the alphabet in order in song.	Pupils should be taught to: <i>Learn, use and apply understanding of concepts set out in English Appendix 1, including revision of Reception work.</i> • Spell words containing each of the 40+ phonemes already taught. • Spell common exception words. • Spell the days of the week. • Name the letters of the alphabet in order. • Use letter names to distinguish between alternative spellings of the same sound. • Add prefixes and suffixes: - Use the spelling rule for adding – s or – es as the plural marker for nouns and third person singular marker for verbs; - use the prefix un-;	Pupils should be taught to: <i>Learn, use and apply understanding of concepts set out in English Appendix 1.</i> • Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. • Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. • Learn to spell common exception words. • Learn to spell more words with contracted forms. • Learn the possessive apostrophe (singular) (e.g. the girl’s book). • Distinguish between	Pupils should be taught to: <i>Learn, use and apply understanding of concepts set out in English Appendix 1.</i> • Use further prefixes and suffixes and understand how to add them (English Appendix 1). • Spell further homophones, including near homophones. • Spell common words that are often misspelt (English Appendix 1). • Place the possessive apostrophe accurately in words with regular plurals (e.g. girls’, boys’) 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. • Write from memory simple sentences, dictated by the teacher that includes words and punctuation taught so far.		Pupils should be taught to: <i>Learn, use and apply understanding of concepts set out in English Appendix 1.</i> • Use further prefixes and suffixes and understand the guidance for adding them. • Spell some words with ‘silent’ letters (e.g. knight, psalm, solemn). • Continue to distinguish between homophones and other words which are often confused. • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learned specifically (English Appendix 1). • Use dictionaries to check the spelling and meaning of words. • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • Use a thesaurus.	

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		- use – ing, – ed, – er and – est where no change is needed in the spelling of root words (<i>i.e. helping, helped, helper, eating, quicker, quickest</i>) • Apply simple spelling rules and guidance, as listed in English Appendix 1. • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	homophones and near-homophones. • Add suffixes to spell longer words, (<i>e.g. -ment, -ness, -ful, -less, -ly</i>). • Apply spelling rules and guidance, as listed in English Appendix 1. • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.		
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Handwriting	Pupils should be taught to: • Sit correctly at a table. • Use writing tools effectively using the correct tripod grip. • Begin to form letters using the cursive script. • Recognise and write letters in own name. • Join digraphs and trigraphs.	Pupils should be taught to: • Sit correctly at a table, holding a pencil comfortably and correctly. • Begin to form lower-case letters in the correct direction, starting and finishing in the right place. • Form capital letters. • Form digits 0-9. • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	Pupils should be taught to: • Form lower-case letters of the correct size relative to one another. • 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 unjoined. • 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.	Pupils should be taught to: <i>Continue to practise correct letter formation to develop speed and consistency.</i> • 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. For example, by ensuring: - that the downstrokes of letters are parallel and equidistant; - that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	Pupils should be taught to: <i>Apply knowledge of letter formation to produce consistently well-formed and effective handwriting.</i> • 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. For example, by ensuring: - that the downstrokes of letters are parallel and equidistant; - that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	Pupils should be taught to: • Write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters; - choosing the writing implement that is best suited for a task.	Pupils should be taught to <i>continue to:</i> • Write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters; - choosing the writing implement that is best suited for a task.

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Composition	Pupils should be taught to: • EXPERIENCES: - Talk about stories and experiences showing awareness of listener; - Develop own narratives and explanations by connecting ideas and events. - Through role play, use small world resources to enact stories. • PLANNING: - Make simple story maps and add captions and labels. - Gathering ideas ahead of writing: • Think of a sentence. • Say a sentence. • Count the words. • Write a sentence using phonetically plausible spelling and knowledge of HFW (guided then independently). • READ ALOUD: Tell and perform simple stories.	Pupils should be taught to: • EXPERIENCES: Develop sentence writing. • PLANNING: Say out loud what they are going to write about. • DRAFTING: - Compose a sentence orally before writing it; - Sequence sentences to form short narratives. • EDITING: - Re-read what they have written to check that it makes sense; - Discuss what they have written with the teacher or other pupils. • READ ALOUD their writing, clearly enough to be heard by their peers and the teacher.	Pupils should be taught to: • EXPERIENCES: Develop positive attitudes and stamina for writing by tackling a range of genres: - write narratives about personal experiences and those of others (real and fictional); - write about real / current events; - write poetry; - write for different purposes. • PLANNING: Consider what they are going to write before beginning: - plan or say out loud what they are going to write about. • DRAFTING: - Write down ideas and/or key words, including new vocabulary; - Encapsulate what they want to say, sentence by sentence. • EDITING: Make simple additions, revisions	Pupils should be taught to: • EXPERIENCES: Discuss similar writing / texts in order to learn new ideas for structure, vocabulary and grammar. • PLANNING: - Discuss and record ideas informally before writing initial draft; - Compose and rehearse sentences orally (including dialogue); - Build a varied and rich vocabulary and an increasing range of sentence structures (link to GPS). • DRAFTING: - Introduce use of paragraphs linked to themes in writing; - In narratives, create settings, characters and plot; - In non-narrative writing, use simple organisational devices (i.e.	Pupils should be taught to: • EXPERIENCES: - Discuss similar writing / texts in order to learn new ideas for structure, vocabulary and grammar; - Compare different genres of writing to explore differences and similarities; - Link to own experiences to compose texts for specific purpose / audience. • PLANNING: - Discuss and record ideas in detail before writing initial draft; - Compose and rehearse sentences orally (including dialogue); - Build a varied and rich vocabulary (link to GPS); - Develop an increasing range of sentence structures (link to GPS). • DRAFTING: - Organise paragraphs around a theme; - In narratives, create settings, characters	Pupils should be taught to: • EXPERIENCES / PLANNING: - Identify audience and purpose; - Select appropriate form, use similar writing as models; - Note and develop initial ideas, drawing on reading and research; - Consider how authors develop characters and settings. • DRAFTING: - Select appropriate grammar and vocabulary, showing how meaning can be enhanced; - Describe settings, characters and atmosphere; - Integrate dialogue to convey character and advance the action; - Begin to use a wide range of devices to build cohesion within and across paragraphs; - Use organisational and presentational devices to structure	Pupils should be taught to: • EXPERIENCES / PLANNING: - Identify audience and purpose; - Select appropriate form, use similar writing as models; - Note and develop initial ideas, drawing on reading and research; - Consider how authors develop characters and settings. • DRAFTING: - Select appropriate grammar and vocabulary, showing how meaning can be enhanced; - Describe settings, characters and atmosphere; - Integrate dialogue to convey character and advance the action; - Précis longer passages; - Continue to use a wide range of devices to build cohesion within and across paragraphs;

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			and corrections to their own writing: - evaluate their writing with the teacher and other pupils; - re-read to check that their writing makes sense and that verbs are used correctly and consistently; - proof-read to check for errors in spelling, grammar and punctuation (<i>e.g. ends of sentences punctuated correctly</i>). • READ ALOUD their writing, with appropriate intonation to make the meaning clear.	headings and subheadings) - Assess the effectiveness of own and others' writing. • EDITING: - Suggest improvements, i.e. changes to grammar and vocabulary to reflect consistent application of knowledge, with support (for example, pronouns); - Proof-read for spelling and punctuation errors. • READ ALOUD to a group or whole class: - begin to use appropriate intonation and control the tone and volume so that the meaning is clear.	and plot using models from own reading experiences; - In non-narrative writing, use simple organisational devices (i.e. headings and subheadings); - Assess the effectiveness of own and others' writing linked to improving skills. • EDITING: - Suggest improvements, i.e. changes to grammar and vocabulary to improve consistency; - Proof-read for spelling and punctuation errors. • READ ALOUD confidently to a group or whole class: - use appropriate intonation and control the tone and volume so that the meaning is clear.	text and guide the reader (i.e. headings, underlining). • EDITING: - Begin to assess the effectiveness of own and others' writing; - Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; - Ensure the consistent and correct use of tense throughout; - Ensure correct subject and verb agreement, singular and plural; - Distinguish between language of direct and indirect speech and writing; - Proof-read for spelling / punctuation errors. • READ ALOUD Perform own compositions, use appropriate intonation, volume and movement so that meaning is clear.	- Continue to use organisational and presentational devices to structure text and guide the reader. • EDITING: - Assess the effectiveness of own and others' writing; - Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning; - Ensure the consistent and correct use of tense throughout; - Ensure correct subject and verb agreement, singular and plural; - Continue to distinguish between language of direct and indirect speech and writing; - Proof-read for spelling / punctuation errors. • READ ALOUD: Publish and perform own compositions, use appropriate intonation, volume and movement so that meaning is clear by differentiating genres.
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Vocabulary, Grammar and Punctuation	Pupils should be taught to: • Use capital letter for start of name and for 'I' • Leave spaces between words.	Pupils should be taught to: <i>Learn, use and apply understanding of concepts set out in English Appendix 2.</i> • Leave spaces between words. • Join words and clauses using <i>and</i>. • Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. • Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. • Use grammatical terminology when discussing writing.	Pupils should be taught to: <i>Learn, use and apply understanding of concepts set out in English Appendix 2.</i> • Learn 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). • Use sentences with different forms: statement, question, exclamation, command. • Use expanded noun phrases to describe and specify (<i>e.g. the blue butterfly</i>). • Use the present and past tenses correctly and consistently including the progressive form. • Use subordination (using <i>when, if, that, because</i>) and	Pupils should be taught to: <i>Learn, use and apply understanding of concepts set out in English Appendix 2.</i> • Extend range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i>. • Use present perfect form of verbs in contrast to the past tense. • Use conjunctions, adverbs and prepositions to express time and cause. • Use of <i>a</i> and <i>an</i> according to whether the noun begins with a vowel or a consonant. • Highlight grammatical and other features in writing through punctuation. • Introduce use and punctuation of direct speech.	Pupils should be taught to: <i>Learn, use and apply understanding of concepts set out in English Appendix 2.</i> • Choose nouns or pronouns appropriately for clarity and cohesion, within and across sentences. • Use conjunctions, adverbs and prepositions to express time and cause, using commas to add clauses to sentences. • Use fronted adverbials. • Highlight grammatical and other features in writing through consistent use of punctuation. • Use commas after fronted adverbials. • Indicate possession by using the possessive apostrophe with plural nouns. • Use and punctuate direct speech with speech marks and	Pupils should be taught to: <i>Learn, use and apply understanding of concepts set out in English Appendix 2.</i> • Recognise vocabulary and structures appropriate for formal speech. • Begin to use the perfect form of verbs to mark relationships of time and cause. • Use modal verbs or adverbs to indicate degrees of possibility. • Begin to use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e. omitted) relative pronoun to convey more information concisely. • Indicate grammatical and other features in writing through punctuation. • Begin to use commas	Pupils should be taught to: <i>Learn, use and apply understanding of concepts set out in English Appendix 2.</i> • Continue to recognise vocabulary and structures appropriate for formal speech /writing. • Include subjunctive forms in writing. • Use passive verbs to affect the presentation of information. • Continue to use the perfect form of verbs to mark relationships of time and cause. • Use expanded noun phrases to convey complicated information concisely. • Continue to use modal verbs or adverbs to indicate degrees of possibility. • Continue to use relative clauses beginning with <i>who, which, where, when, whose, that</i> or with an implied (i.e.

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			co-ordination (using <i>or</i>, <i>and</i>, <i>but</i>). • Use some features of written Standard English. • Use and understand grammatical terminology when discussing writing.	• Use and understand grammatical terminology when discussing writing and reading.	commas to mark start of speech. • Use and understand grammatical terminology when discussing writing and reading:	appropriately to clarify meaning or avoid ambiguity in writing. • Begin to use hyphens to avoid ambiguity. • Begin to use brackets, dashes or commas to indicate parenthesis. • Begin to use semi-colons, colons or dashes to mark boundaries between independent clauses. • Begin to use a colon to introduce a list. • Begin to punctuate bullet points consistently. • Use and understand grammatical terminology when discussing writing and reading.	omitted) relative pronoun to convey more information concisely. • Indicate grammatical and other features in writing through a wide range punctuation. • Continue to use commas appropriately to clarify meaning or avoid ambiguity in writing. • Continue to use hyphens to avoid ambiguity. • Consolidate use of brackets, dashes or commas to indicate parenthesis. • Consolidate use of semi-colons, colons or dashes to mark boundaries between independent clauses. • Consolidate use of a colon to introduce a list. • Continue to punctuate bullet points consistently. • Use, discuss and understand grammatical terminology when discussing writing and reading.
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