Progression of Skills in Writing

Year Group	Composition V.G.P	Composition Writing Process	Transcription Spellings	Transcription Handwriting
Reception	• Finger spaces, capital letters and full stops	• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.	• Spell words by identifying the sounds and then writing the sound with letter/s.	• Form lower-case and capital letters correctly. • Develop the foundations of a handwriting style which is fast, accurate and efficient.
Year 1	• **Composes phrases and sentences orally** • Speaks in sentences. • Shows an awareness of how **full stops** are used in writing or reading • Organises writing correctly (top to bottom, left to right) • Writing may need some mediation • Composes phrases and sentences orally and attempts to replicate them in writing (little mediation needed) • **Uses capital letters and full stops at times** • Begins to use capital letters for names • **Recognises basic punctuation, question marks and exclamation marks in print** • Understands that and can join words and sentences • Writes a sentence that makes sense using capital letters and full stops • **Uses and to join words and clauses** • **Sequences sentences to form short narratives** • **Uses capital letters for names of people, places, days of the week and the personal pronoun I** • **Begins to use question marks and exclamation marks in writing** • Uses some descriptive language	• Sequences short narratives orally and pictorially based on real and fictional experiences • **Says out loud what is going to be written about** • Begins to write short narratives based on real and fictional experiences • Includes a simple beginning, middle and end in writing • **Discusses what they have written with the teacher or other pupils** • Writes short narratives based on real and fictional experiences • Uses a simple plan (e.g. storyboard, flowchart) • **Re-reads what has been written to check it makes sense** • Makes simple changes to writing where suggested • **Reads aloud own writing clearly enough to be heard by peers and the teacher**	• **VC words** • CVC words (short and long vowels) • Words with adjacent consonants • Some CEW / HFW • **Words ending ff ll ss zz ck** • **Words with the /ng/ sound (n before k)** • **Names the letters of the alphabet in order** • Words with consonant digraphs and some vowel diagraphs/ trigraphs • Alternative vowel phonemes (/ay//ai//a¬_e/) • **New consonant spellings ph and wh** • **Words ending in –y** • **Majority of CEW / HFW** • **Begins to spell the singular plural of words** • **Divides words into syllables** • **Compound words** • **Days of the week** • Numbers to 20 • **Words ending in tch** • **Plurals of nouns and verbs adding –s and –es to words** • **Verbs where no change is needed to the root word** • **Adding endings –ing –ed –er** • **Adjectives where no change is needed to the root word**	• **Sits correctly at the table and holds a pencil comfortably and correctly** • Distinguishes between lower case letters and capital letters • **Uses knowledge of handwriting 'families' to begin to form letters correctly** • **Spaces evident between words** • **Begins to form lower case letters in the correct direction starting and finishing in the right place** • **Forms capital letters correctly**

			• **Adding ¬-er and –est** • **Words with the addition of the prefix un-** • **Yr1 CEW / HFW** • Phonetically plausible attempts of new words	
Year 2	• Uses coordinating conjunctions (joining words) *and, or, but, so* • Uses question marks and exclamation marks in writing • Uses simple adjectives for description • Understands and uses the terms noun, verb and adjective • Begins to use subordinating conjunctions (joining words) when, if, because, as • Begins to use past and present tense correctly • **Uses commas in lists** • **Uses apostrophe for contraction** • Understands and uses the term adverb • Begins to use adverbs in writing • **Recognises and writes (grammatically correct) different types of sentences: statements, questions, commands and exclamations** • **Understands and uses coordinating and subordinating conjunctions to construct and extend sentences** • **Uses the past and present tense correctly throughout writing inc. the progressive form** • **Uses capital letters for proper nouns accurately**	• Uses basic layout conventions in different forms of writing • **Plans out loud what is going to be written** • Creates simple plans to support writing • Makes simple changes to writing where appropriate • **Proof-reads own writing to check for basic errors** • **Develops stamina** to write at increasing length • **Writes down key ideas and words (inc. some new vocabulary drawn from listening to, and talking about, whole books to develop plans)** • Considers word choice, grammar and punctuation • **Re-reads own writing to check for sense**, basic errors and meaning • **Reads aloud writing with appropriate intonation to make meaning clear** • **Writes narratives about personal experiences and those of others (real and fictional)** • **Writes for different purposes (including poetry)** • Uses plans to support writing • Links ideas and events using strategies to create 'flow' • Evaluates the effective use of word choice, grammar and punctuation • Makes appropriate additions, revisions and corrections	• **Words with the /n/ sound spelt kn and gn at the beginning of words** • **Words with the /r/ sound spelt wr at the beginning of words** • **Words with the /j/ sound spelt as ge and dge and g** • **Words with the /s/ sound spelt c before e i y** • **Adding –ing, -ed, -er, -est, -y to words ending in e with a consonant before it** • Begins to select correct GPCs in spelling • **Words with contractions** • **Words ending in –le,- el, -al and –il** • **Adding –ies to nouns and verbs ending in y** • **Adding –ed, -ing, -er, -est to a root word ending in y with a consonant before it** • Selects correct GPCs in spelling • **Words with the suffix –ly** • **Uses –ly to turn adjectives into adverbs** • Uses phonic knowledge to spell simple monosyllabic and polysyllabic words • **Y2 CEW / HFW** • **Spells frequently used homophones / near homophones** • **Words using the possessive apostrophe (singular nouns)** • **Adding –ing, -ed, -er, -est and –y to words of one syllable ending in a single letter after a short vowel**	• **Forms lower case letters of the correct size relative to one another** • **Handwriting is legible with almost all lower-case letters and capital letters accurately and consistently formed and of the correct size and orientation** • **Words are almost always appropriately and consistently spaced in relation to the size of the letters** • **Some diagonal and horizontal strokes are used to join letters**

	• **Uses a range of punctuation almost always correctly – full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction and apostrophe for singular possession** • **Uses expanded noun phrases, adjectives and adverbs for description and specification**	• **Proof reads to check for errors in spelling, grammar and punctuation** • **Re-reads writing to check for correct and consistent tense** • **Evaluates writing with teachers and peers**	• **Words with the suffixes –ment, -ness, -ful and –less** • **Words ending in –tion** • Recognises own spelling errors and makes some attempt to correct these • **Compound nouns**	
Year 3	• Uses a wide range of conjunctions to join sentences and develop ideas • Varies sentence openers • **Uses pronouns to avoid repetition** • Uses a range of punctuation with increasing accuracy – full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction and **apostrophe for singular possession** • **Uses a or an according to whether the next word begins with a consonant or a vowel** • Begins to select words for effect • **Begins to use apostrophe for plural possession** • **Begins to use inverted commas to punctuate direct speech** • **Understands main clauses** • •Selects words for effect to support purpose and engage readers' interests • **Expresses time, place and cause using;** **-conjunctions (e.g. when, before, after, while, so, because)** **-adverbs (e.g. then, next, soon, therefore)**	• **Begins to use paragraphs to group related material** • Uses a range of planning strategies and tools • Becomes more aware of the audience and purpose of different types of writing • **Discusses and records ideas** • **Uses headings and sub-headings to aid presentation** • Writes for a range of real purposes and audiences as part of their work across the curriculum • **Reads aloud own writing using appropriate intonation** • **Structures and organises writing with a beginning, middle and end across a range of text types**	• **Words with the /ai/ sound spelt ei, eigh or ey** • **Words containing the /u/ sound spelt ou** • **Adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single consonant preceded by a short vowel double the consonant before adding ing)** • **The /i/ sound spelt y elsewhere than at the of words** • **Possessive apostrophe with regular plural words** • **Words using prefixes; un-, dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto-**	• **Uses diagonal and horizontal strokes to join letters and understands which letters when adjacent to one another or best left unjoined**

	-prepositions (e.g. before, after, during, in, because, of) • **Begins to understand subordinate clauses** • Uses a range of punctuation accurately and effectively - full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction, **apostrophe for singular possession and inverted commas for direct speech** • **Uses the present perfect form of verbs instead of the simple past** • Uses a varied and rich vocabulary	• **Uses texts similar to those that they are planning to write, to understand and learn from its structure** • **Assesses the effectiveness of own and others' writing** • **Proof reads for spelling, grammar and punctuation errors** and self-corrects	• **Formation of nouns using a range of prefixes, such as super-, anti-, auto-** • **Spells some words from the National Curriculum word list for Years 3 and 4** • **Begins to use a dictionary to check spellings** • **Can spell words using knowledge of word family**	
Year 4	• **Uses fronted adverbials** • **Uses apostrophes for singular and plural possession** • **Understands the grammatical difference between plural and possessive -s** • **Uses noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases** • Becomes increasingly aware of subordinate clauses and experiments with their position in sentences • **Uses commas to demarcate fronted adverbials** • **Uses Standard English when writing to ensure grammatical accuracy (I seen / I saw)**	• **Uses appropriate choice of pronoun/noun within and across sentences to aid cohesion** • **Proof reads for spelling, grammar and punctuation errors** and self-corrects as the writing develops • Attempts to make simple links between paragraphs • Plans effectively for a range of writing • Decisions about writing are based on awareness of audience and purpose • **Proposes changes to grammar and vocabulary to improve consistency** • **Reads aloud their own writing to a group or the whole class, using appropriate intonation**	• **Further homophones and near homophones** • **Words using suffixes: -ly, -ation,-ous** • **Words with endings sounding /shun/: -tion, -sion, -ssion, -cian** • **Words ending with –sure and -turewords with the /k/ sound spelt ch (Greek in origin)** • **Words with the /sh/ sound spelt ch (mostly French in origin** • **Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin)**	• **Writes with a legible and consistent handwriting style (e.g. by ensuring the down strokes of letters are parallel equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch)**

	• Uses vocabulary which is appropriate to task, audience and purpose • **Uses subordinate clauses and fronted adverbials which are correctly punctuated using commas** • **Punctuates direct speech correctly, using commas after reporting clause and new speaker, new line** • **Identifies parts of speech (now including possessive pronouns and determiners)** • Writes with grammatical accuracy • Uses a varied and rich vocabulary and **a wider range of conjunctions in an increasing range of sentence structures** (simple, compound and complex)	**and controls the tone and volume so that meaning is clear** • **Creates settings, characters and plot in narratives** • **Writes non-narratives using appropriate organisational devices** • **Organises paragraphs around a theme** • **Discusses writing similar to that which they are planning to write, in order to learn from its structure, vocabulary and grammar** • **Assesses the effectiveness of their own and others' writing and suggests improvements**	• **Words with the /s/ sound spelt sc (Latin in origin)** • **Possessive apostrophes with irregular plurals** • **Spell words from the National Curriculum word list for Years 3 and 4** • **Use the first 2 or 3 letters of a word to check its spelling in a dictionary**	
Year 5	• **Uses relative clauses with/without a relative pronoun** • Selects words for effect to support purpose and engage readers' interest • **Uses modal verbs to indicate degrees of possibility** • **Uses brackets, dashes and commas** to demarcate relative clauses	• Begins to build paragraphs around a topic sentence • Demonstrates growing awareness of audience and purpose • Begins to develop characters and settings through selection of effective vocabulary • Summarises a paragraph • Considers the impact and effect of vocabulary and grammar choices when re-reading own and others' writing • **Links ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense**	• **Uses a thesaurus** • **Words containing the letter-string oughwords with the /ee/ sound spelt ei after c** • **Converting nouns or adjectives into verbs using suffixes (e.g. –ate, -ise, ify)** • **Verb prefixes (e.g. dis-, de-, mis-, over- and re-)** • Spells some words from the National Curriculum word list for Years 5 and 6	• Knows what standard of handwriting is appropriate for a particular task i.e. notes, final versions, labelling a diagram, filling in forms

	• Uses a thesaurus to refine word choice • **Uses modal verbs and adverbs to indicate degrees of possibility** • **Uses brackets, dashes and commas to indicate parenthesis** • **Uses commas to clarify meaning or avoid ambiguity** • Chooses vocabulary to complement purpose	**choices (e.g. he had seen her before)** • Selects appropriate formats and forms to suit audience and purpose • **Uses own reading, what is listened to and what is seen as models to support the development of character, setting and atmosphere** • Edits own work and offers suggestions to others to improve the impact and effect of writing • **Proof reads own work for spelling and punctuation errors** • **Identifies the audience for, and purpose of, the writing, selecting the appropriate form and uses other similar writing as models for their own** • **Uses devices to build cohesion within and across paragraphs** • Shows a growing awareness of how authors develop character and setting, including through the use of dialogue • Begins to précis longer passages • Makes effective changes when editing own and others' work	• **Uses the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary** • **Words ending in –able and –ible** • **Words ending in –ably and –ibly**	
Year 6	• Identifies the subject and object within a sentence • **Uses colons to introduce a list and semi colons within lists** • **Understands how words are related by meaning as synonyms and antonyms** • Knows the difference between the active and passive voice	• **Notes and develops initial ideas, drawing on reading and research where necessary** • **Uses further organisational and presentational devices to structure texts and guide the reader** • **Describes settings, character and atmosphere to good effect selecting appropriate vocabulary and grammar** • **Suggests changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning**	• **Homophones and other words that are often confused** • **Uses a thesaurus efficiently and effectively** • **Words with the ending /shus/ spelt -cious or -tious** • **Words with the ending /shul/ spelt -cial or -tial**	• **Writes legibly and fluently and with increasingly efficient speed** • **Knows which letters join and which writing implement is best suited to a task**

	• Varies length, structure and subject of sentences to extend meaning and interest the reader • **Punctuates bullet points consistently** • **Uses hyphens to avoid ambiguity** • **Uses expanded noun phrases to convey complicated information concisely** • **Uses the passive voice to effect the presentation of information in a sentence** • **Uses colons, semi colons and dashes to mark boundaries between independent clauses** • Uses a full range of punctuation appropriately and effectively to vary pace/create atmosphere including ellipsis • **Demonstrates appropriate use of vocabulary and grammar to suit both formal and informal situations and recognises the subjunctive form** • Makes appropriate choices of grammar and vocabulary to clarify meaning including use of a thesaurus	• **Assesses the effectiveness of their own and others' writing** • Writes making conscious links to reading • **Links ideas across paragraphs using a wider range of cohesive devices (e.g. repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as, on the other hand, in contrast, or as a consequence), and ellipsis** • **Integrates dialogue to convey character and advance action** • **Précises longer passages** • **Evaluates own and others writing and edits as appropriate** • **Writes for a range of purposes and audiences** • Uses suitable forms with appropriate features for different text types • Introduces, develops and concludes paragraphs appropriately • **Ensures the consistent and correct use of tense throughout a piece of writing** • **Uses drafting to make appropriate choices in grammar and vocabulary to clarify and enhance meaning** • **Précises longer passages appropriately** • **Proof reads writing for wider audience to ensure accuracy of spelling and punctuation**	• **Words with the endings –ant, -ance/-ancy, -ent, -ence/-ency** • **Adding suffixes beginning with vowel letters to words ending in –fer (the r is doubled if the –fer is still stressed when the ending is added. The r is not doubled if the –fer is no longer stressed)** • **Spells words from the National Curriculum word list for Years 5 and 6** • **Uses the full range of spelling rules and patterns as listed in English Programme of Study for Key Stage 1 and 2 accurately** • **Words using a hyphen to link a prefix to a route word** • **Words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)**	