

Skills Progression- English Writing

Skills	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic and whole word spelling Children should:	Spell words by identifying sounds in them and representing the sounds with a letter or letters	<p>Spell words containing each of the 40+ phonemes taught spell common exception words</p> <p>Spell the days of the week</p> <p>Name the letters of the alphabet in order</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p> <p>Spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red</p> <p>Make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>Learn 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</p> <p>Learn to spell common exception words Distinguish between homophones and near-homophones</p>	<p>Spell further homophones</p> <p>Spell words that are often misspelt (Appendix 1)</p>	<p>Spell further homophones spell words that are often misspelt (Appendix 1)</p>	<p>Spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p>	<p>Spell some words with 'silent' letters</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p>
Other word building spelling Children should:	<p>Apply their phonic knowledge to spell words</p> <p>Write some taught harder to read and spell words e.g. the and my</p>	<p>Other word building spelling-use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Use the prefix un-</p>	<p>Learning the possessive apostrophe (singular) l</p> <p>Learn to spell more words with contracted forms</p> <p>Add suffixes to spell longer words, including</p>	<p>Use further prefixes and suffixes and understand how to add them</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p>	<p>Use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Use dictionaries to check the spelling and meaning of words use the first 3 or 4</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Use dictionaries to check the spelling and meaning of words use the first 3 or 4</p>

		<p>Use -ing, -ed, -er and -est where no change is needed in the spelling of root words</p> <p>apply simple spelling rules and guidance from Appendix 1</p>	<p>-ment, -ness, -ful, -less, -ly</p> <p>Show awareness of silent letters in spelling e.g. knight, write</p> <p>Use -le ending as the most common spelling for this sound at the end of words</p> <p>Apply spelling rules and guidelines from Appendix 1</p>	<p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</p>	<p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</p>	<p>letters of a word to check spelling, meaning or both of these in a dictionary</p>	<p>letters of a word to check spelling, meaning or both of these in a dictionary</p>
<p>Transcription Children should:</p>	<p>Write simple phrases and sentences that can be read by others.</p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>		
<p>Handwriting Children should</p>	<p>Have opportunity to develop large muscle and small muscle coordination</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' and to practise these</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>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</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p>	<p>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</p> <p>Increase the legibility, consistency and quality of their handwriting</p>	<p>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</p> <p>Increase the legibility, consistency and quality of their handwriting</p>	<p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choose the writing implement that is best suited for a task</p>	<p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choose the writing implement that is best suited for a task</p>

		Produce recognisable letters and words to convey meaning another person can read writing with some mediation	Use spacing between words that reflects the size of the letters.				
Word structure	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name	Regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes) Suffixes that can be added to verbs (e.g. helping, helped, helper) How the prefix un- changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)	Formation of nouns using suffixes such as -ness, -er Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found in the Year 2 spelling appendix.) Use of the suffixes -er and -est to form comparisons of adjectives and adverbs	Formation of nouns using a range of prefixes, such as super-, anti-, auto- Use of the determiners a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box) Word families based on common words	The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)	Converting nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify) Verb prefixes (e.g. dis-, de-, mis-, over- and re	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech or writing)
Sentence structure	Write simple phrases and sentences that can be read by others.	How words can combine to make sentences Joining words and joining sentences using and	Subordination (using when, if, that, or because) and coordination (using or, and, or but) Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon) Sentences with different forms: statement, question, exclamation, command	Expressing time and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore, or prepositions (e.g. before, after, during, in, because of)	Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition Fronted adverbials (e.g. Later that day, I heard the bad news)	Relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)	Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken) Expanded noun phrases to convey complicated information concisely The difference between structures typical of informal speech and structures appropriate for formal speech and writing or the use of the subjunctive in some

							very formal writing and speech
Text structure	<p>Know writing has a purpose e.g a letter, instructions, to tell a story.</p> <p>Know print and writing carry meaning</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing.</p> <p>Use of the continuous form of verbs (progressive) in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said.)</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the perfect form of verbs to mark relationships of time and cause (e.g. I have written it down so we can check what he said.)</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition</p>	<p>Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (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</p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>
Punctuation	<p>Have an awareness of separation of words with spaces</p> <p>Have an awareness of punctuation marks in text, such as capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Have an awareness of capital letters to begin their name</p>	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the persona</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark contracted forms in spelling</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>Use of inverted commas to punctuate direct speech</p> <p>Apostrophes to mark singular and plural possession</p> <p>Use of commas after fronted adverbials</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Use of the semicolon, colon and dash to mark the boundary between independent clauses</p> <p>Use of the colon to introduce a list</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man - eating shark)</p>
Composition and effect	<p>Be able to read their writing</p> <p>Know that others need to be able to read their writing</p>	<p>Write sentences by saying out loud what they are going to write about</p> <p>Sequencing sentences to form short narratives</p>	<p>Write narratives about personal experiences and those of others</p> <p>Write about real events</p>	<p>Read aloud their own writing to a group or whole class using appropriate intonation and controlling tone and volume so that the meaning is clear.</p>	<p>Read aloud their own writing to a group or whole class using appropriate intonation and controlling tone and volume so that the meaning is clear.</p> <p>Plan their writing</p>	<p>Plan their writing</p> <p>Draft and write</p> <p>Evaluate and edit by proof reading for spelling and punctuation errors</p>	<p>Plan their writing</p> <p>Draft and write</p> <p>Evaluate and edit by proof reading for spelling and punctuation errors</p>

		<p>Re-reading what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and teachers</p>	<p>Write poetry</p> <p>Write for different purposes Plan writing by saying out loud what they are going to say</p> <p>Consider what they're going to write by writing down ideas, key words, including new vocabulary.</p> <p>Make simple additions, revisions and corrections to their own writing</p> <p>Read aloud what they have written with appropriate intonation to make meaning clear.</p>	<p>Plan their writing</p> <p>Draft and write in non-narrative material, use simple organisational devices</p> <p>Evaluate and edit</p>	<p>Draft and write in non-narrative material, use simple organisational devices</p> <p>Evaluate and edit</p>	<p>Perform their compositions, using appropriate intonation, volume and movement so that meaning is clear</p>	<p>Perform their compositions, using appropriate intonation, volume and movement so that meaning is clear</p>
Grammatical terminology	<p>Grapheme</p> <p>Phoneme</p> <p>Letter</p> <p>Word</p> <p>sentence</p> <p>Capital letter</p> <p>Full stop</p> <p>question mark</p> <p>exclamation mark</p>	<p>letter</p> <p>capital letter</p> <p>word</p> <p>singular</p> <p>plural</p> <p>sentence punctuation</p> <p>full stop</p> <p>question mark</p> <p>exclamation mark</p>	<p>noun</p> <p>noun phrase statement</p> <p>question exclamation</p> <p>command</p> <p>compound</p> <p>adjective</p> <p>verb</p> <p>suffix</p> <p>adverb</p> <p>tense (past, present)</p> <p>apostrophe</p> <p>comma</p>	<p>adverb</p> <p>preposition</p> <p>conjunction</p> <p>word family</p> <p>prefix</p> <p>clause</p> <p>subordinate clause</p> <p>direct speech</p> <p>consonant</p> <p>vowel</p> <p>inverted commas (or 'speech marks')</p>	<p>determiner</p> <p>pronoun</p> <p>possessive</p> <p>pronoun,</p> <p>adverbial</p>	<p>modal verb</p> <p>relative pronoun</p> <p>relative clause</p> <p>parenthesis</p> <p>bracket</p> <p>dash</p> <p>cohesion</p> <p>ambiguity</p>	<p>subject</p> <p>object</p> <p>active</p> <p>passive</p> <p>synonym</p> <p>antonym</p> <p>ellipsis</p> <p>hyphen</p> <p>colon</p> <p>semi-colon</p> <p>bullet points</p>