

Progression in English - Writing



	Year 1	Year 2	Year 3
Writing Transcription: Spelling	<ul style="list-style-type: none"> words containing each of the 40+ phonemes taught common exception words the days of the week name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs using the prefix un- using -ing, -ed, -er and -est where no change is needed in the spelling of root words-helper/helping/helped apply simple spelling rules and guidance from Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs (grapheme phoneme correspondence) and common exception words taught so far. 	<ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly 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 learning to spell common exception words distinguishing between homophones and near-homophones learning the possessive apostrophe (singular) learning to spell more words with contracted forms add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly apply spelling rules and guidelines from Appendix 1 write from memory 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"> spell further homophones spell words that are often misspelt (Appendix 1) 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 use the first 2 or 3 letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Writing Transcription: Handwriting	<ul style="list-style-type: none"> 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' and to practice these 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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
Writing Composition: Contexts for Writing	<p>Express preferences for writing Write at will/independently Generate ideas from a stimulus e.g. picture, prop, clip, drama, story ... Reads aloud their own writing to peers and teacher Discuss their writing with peer or teacher</p>	<ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes 	<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
Writing Composition: Planning Writing	<ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it 	<ul style="list-style-type: none"> planning or saying out loud what they are going to write about 	<ul style="list-style-type: none"> discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
Writing Composition: Drafting Writing	<ul style="list-style-type: none"> sequencing sentences to form short narratives re-reading what they have written to check that it makes sense 	<ul style="list-style-type: none"> writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence 	<ul style="list-style-type: none"> organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices (headings & subheadings)
Writing Composition: Editing Writing	<ul style="list-style-type: none"> discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> evaluating their writing with the teacher and other pupils rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofreading to check for errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors
Spoken Language	<p>tell stories and describe incidents from their own experience in an audible voice retell stories, ordering events using story language interpret a text by reading aloud with some variety in pace and emphasis experiment with and build new stores of words to communicate in different contexts speak audibly and participate in discussions give personal opinions e.g. about characters in a story</p>	<p>speak with clarity and use appropriate intonation when reading and reciting texts tell real and imagined stories using the conventions of familiar story language explain ideas and processes using imaginative and adventurous vocabulary and non-verbal gestures to support communication and articulate answers participate in discussions and performances</p>	<p>speak audibly and fluently with an increasing command of Standard English choose and prepare poems or stories for performance, identifying appropriate expression, tone, volume and use of the voice explain process or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively sustain conversation, explain or give reasons for their views or choices develop and use specific vocabulary in different contexts</p>
Listening	<p>listen with sustained concentration listen to and follow instructions accurately, asking for help and clarification if necessary</p>	<p>listen to others in class, ask relevant questions and follow instructions listen to talk by an adult, remember some specific points and identify what they have learned ask relevant questions to clarify</p>	<p>follow up others' points and show whether they agree or disagree in whole-class discussion ask questions to extend understanding</p>
Performing Writing	<ul style="list-style-type: none"> read their writing aloud clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> 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.
Writing Composition: Vocabulary	<ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using "and" 	<ul style="list-style-type: none"> expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause (and place)

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<p>Writing Composition: Grammar (see Grammar objectives for examples of application)</p>	<ul style="list-style-type: none"> regular plural noun suffixes (-s, -es) verb suffixes where root word is unchanged (-ing, -ed, -er) un- prefix to change meaning of adjectives/adverbs to combine words to make sentences, including using and Sequencing sentences to form short narratives separation of words with spaces sentence demarcation (. ! ?) capital letters for names and pronoun 'I' 	<ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) some features of written Standard English suffixes to form new words (-ful, -er, -ness) sentence demarcation commas in lists apostrophes for omission & singular possession 	<ul style="list-style-type: none"> using the present perfect form of verbs in contrast to the past tense form nouns using prefixes (super-, anti-) use the correct form of 'a' or 'an' word families based on common words (solve, solution, dissolve, insoluble)
<p>Writing Composition: Punctuation</p>	<ul style="list-style-type: none"> beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> using and punctuating direct speech (i.e. Inverted commas)
<p>Writing Composition: Grammatical Terminology</p>	<p>letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark</p>	<p>noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma</p>	<p>adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')</p>

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	Year 4	Year 5	Year 6
Writing Transcription: Spelling	<ul style="list-style-type: none"> spell further homophones spell words that are often misspelt (Appendix 1) 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 use the first 2 or 3 letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> spell some words with 'silent' letters 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 learnt specifically, as listed in Appendix 1 use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words 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"> spell some words with 'silent' letters 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 learnt specifically, as listed in Appendix 1 use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Writing Transcription: Handwriting	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task 	<ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task
Writing Composition: Contexts for writing	<ul style="list-style-type: none"> 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"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 	<ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Writing Composition: Planning writing	<ul style="list-style-type: none"> discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary 	<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary
Writing Composition: Drafting writing	<ul style="list-style-type: none"> organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices 	<ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader 	<ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text and to guide the reader
Writing Composition: Editing writing	<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors
Spoken Language	<p>offer reasons and evidence for their views, considering alternative opinions</p> <p>respond appropriately to the contributions of others in the light of differing viewpoints</p> <p>tell stories effectively and convey detailed information coherently for listeners</p> <p>use and reflect on some ground rules for sustaining talk and interactions</p> <p>give well-structured descriptions and explanations</p>	<p>tell a story using notes designed to cue techniques such as repetition, recap and humour</p> <p>present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language</p> <p>use and explore different question types and different ways words are used, including in formal and informal contexts</p> <p>articulate and justify answers, arguments and opinions</p> <p>participate in discussions, presentations and performances</p>	<p>use a range of oral techniques to present persuasive arguments and engaging narratives</p> <p>participate in whole-class debate using the conventions and language of debate, including Standard English</p> <p>consider and evaluate different viewpoints and respond, building on the contributions of others</p> <p>articulate and justify answers, arguments and opinions</p> <p>select and use appropriate registers for effective communication.</p>

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Listening	<p>listen to a speaker, make notes on the talk</p> <p>ask relevant questions to extend understanding and explore other avenues</p> <p>identify how talk varies with age, familiarity, gender and purpose varies according to differences in the context and purpose of its use</p>	<p>identify different question types and evaluate their impact on the audience</p> <p>identify some aspects of talk that vary between formal and informal occasions</p>	<p>make notes when listening for a sustained period and discuss how note-taking varies depending on context and purpose</p> <p>analyse and evaluate how speakers present points effectively through use of language and gesture</p> <p>listen for language variation in formal and informal contexts</p> <p>ask clear, pertinent and relevant questions to clarify a position or deepen understanding</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>use spoken language to develop understanding by speculating, hypothesising, imagining and exploring ideas</p>
Performing Writing	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Writing Composition: Vocabulary	<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> • use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility 	<ul style="list-style-type: none"> • use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility
Writing Composition: Grammar (see Grammar objectives for examples of application)	<ul style="list-style-type: none"> • using fronted adverbials • difference between plural and possessive -s • Standard English verb inflections (I did vs I done) • extended noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion 	<ul style="list-style-type: none"> • using the perfect form of verbs to mark relationships of time and cause • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e., omitted) relative pronoun • converting nouns or adjectives into verbs • verb prefixes • devices to build cohesion, including adverbials of time, place and number 	<ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • differences in informal and formal language • synonyms & Antonyms • further cohesive devices such as grammatical connections and adverbials • use of ellipsis
Writing Composition: Punctuation	<ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with singular and plural nouns • using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	<ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> • using hyphens to avoid ambiguity • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list punctuating bullet points consistently
Writing Composition: Grammatical Terminology	<ul style="list-style-type: none"> • determiner, pronoun, possessive pronoun, adverbial 	<ul style="list-style-type: none"> • modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity 	<ul style="list-style-type: none"> • subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

