

Writing Progression Document

**Transcription – Spelling – Phonics and Spelling Rules**

Curriculum Strand	EYFS (Literacy)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG To spell words by identifying sounds in them and representing the sounds with a letter or letters</p>	<p>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 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 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 learn some words with each spelling, including some common homophones To apply further Y2 spelling rules and guidance*</p>	<p>To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words To spell words with a /k/ sound spelt with 'ch' To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' To spell words with a /sh/ sound spelt with 'ch' To spell words with a short /u/ sound spelt with 'ou' To spell words ending with the /zher/ sound spelt with 'sure' To spell words ending with the /cher/ sound spelt with 'ture'</p>	<p>To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd') To spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit') 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') To spell words with the /s/ sound spelt with 'sc'</p>	<p>To spell words with endings that sound like /shuhs/ spelt with -cious To spell words with endings that sound like /shuhs/ spelt with -tious or -ious To spell words with 'silent' letters To spell words containing the letter string 'ough'</p>	<p>To spell words ending in -able and -ably To spell words ending in -ible and -ibly To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' and exceptions To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial'</p>



Transcription – Spelling – Common Exceptions Words, Prefixes and Suffixes							
Curriculum Strand	EYFS (Literacy)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG To spell words by identifying sounds in them and representing the sounds with a letter or letters</p>	<p>To spell all Y1 common exception words correctly To spell days of the week 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</p>	<p>To spell most Y1 and Y2 common exception words correctly To add suffixes to spell most words correctly in their writing e.g. -ment, -ness, -ful, -less and -ly</p>	<p>To spell many of the Y3 and Y4 statutory spelling words correctly To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly 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 spell words with more than one syllable To spell words with added suffixes beginning with a vowel (-er, -ed, -en, -ing) To spell words with more than one syllable (stressed last syllable)</p>	<p>To spell most of the Y3 and Y4 statutory spelling words correctly To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- To form nouns with the suffix -ation To spell words with the 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</p>	<p>To spell many of the Y5 and Y6 statutory spelling words correctly 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. To convert nouns or adjectives into verbs using the suffix -ify To convert nouns or adjectives into verbs using the suffix -en</p>	<p>To spell most of the Y5 and Y6 statutory spelling words correctly To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency To spell words by adding suffixes beginning with vowel letters to words ending in -fer</p>

Transcription – Handwriting							
Curriculum Strand	EYFS (Literacy)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG</p> <p>To write recognisable letters, most of which are correctly formed</p> <p>To hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases</p>	<p>To correctly write capital letters</p> <p>To use printed letters, numbers, punctuation, maths symbols and other symbols</p> <p>To learn pre-cursive patterns</p> <p>To introduce cursive letters</p>	<p>To form cursive letters</p> <p>To learn how to join cursive letters</p> <p>To practice formation through dictation</p> <p>To form numbers with greater accuracy</p> <p>To develop the fluency and speed of their writing</p>	<p>To use a cursive style throughout their independent writing in all subjects</p> <p>To refine their handwriting in line with the requirements of each lesson</p> <p>To improve the legibility, consistency and quality of handwriting</p>	<p>To use a cursive style in other subjects in the curriculum</p> <p>To build on fluency and consistency</p> <p>To produce fluent, consistent, and legible handwriting</p> <p>To use an appropriate size whilst maintaining fluency and legibility</p>	<p>To reinforce cursive handwriting across the curriculum</p> <p>To use printed and capital letters for form filling or labelling where appropriate</p> <p>To write quickly for notetaking</p> <p>To develop the stamina and skills to write at length</p> <p>To work towards producing consistently neat and well-presented handwriting in all curriculum subjects</p>	<p>To decide on an appropriate style of handwriting</p> <p>To write speedily and fluently</p> <p>To refine revising and checking skills as well</p> <p>To boost handwriting speed, stamina and fluency</p> <p>To write at length</p> <p>To adapt their handwriting for a range of tasks and purposes</p> <p>To create different effects</p> <p>To have a clear understanding of the standard of handwriting and what is appropriate for a particular task</p>



**Composition – Planning, Writing and Editing**

Curriculum Strand	EYFS (Literacy)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG To write simple phrases and sentences that can be ready by others</p>	<p>To say out loud what they are going to write about To compose a sentence orally before writing it To sequence sentences to form short narratives To discuss what they have written with the teacher or other pupils To reread their writing to check that it makes sense To independently begin to make changes To reread their writing aloud clearly enough to be heard by their peers and the teacher To use adjectives to describe</p>	<p>To write narratives about personal experiences and those of others (real and fictional) To write about real events To write simple poetry To plan what they are going to write about To encapsulate what they want to say sentence by sentence To make simple additions, revisions and corrections to their writing with the teacher and other pupils To re-read to check that their writing makes sense To read to check the tense is correct To proofread to check for errors in spelling, grammar and punctuation</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing To proofread their own and others' work to check for errors and make improvements To begin to organise their writing in paragraphs around a theme To compose and rehearse sentences orally (including dialogue)</p>	<p>To compose and rehearse sentences orally (including dialogue) To progressively build a varied and rich vocabulary and an increasing range of sentences structures To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns and pronouns for cohesion</p>	<p>To plan their writing by identifying the audience for and purpose of the writing To select appropriate form To use similar writing as models for their own To consider when planning narratives how authors have developed characters and settings To proofread work to assess the effectiveness of their own and others' writing to make necessary corrections and improvements</p>	<p>To note down and develop initial ideas, drawing on reading and research To use further organisational presentational devices to structure text and to guide the reader 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 use this knowledge to make improvements in their writing</p>

**Composition – Awareness of Audience, Purpose and Structure**

Curriculum Strand	EYFS (Literacy)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG</p> <p>To write simple phrases and sentences that can be read by others</p>	<p>To use a number of simple features of different text types</p> <p>To make relevant choices about subject matter</p> <p>To make appropriate vocabulary choices</p> <p>To start to engage readers by using adjectives to describe</p>	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures</p> <p>To use new vocabulary from their reading and from their wider experiences</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they intend to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>To begin to use the structure of a wider range of text types</p> <p>To make deliberate, ambitious word choices to add detail</p> <p>To begin to create settings, characters and plot in narratives</p>	<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure</p> <p>To write a range of narratives that are well-structured and well-paced</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and add atmosphere</p> <p>To begin to read aloud their own writing to a group using appropriate intonation</p> <p>To control the tone and volume so that meaning is clear</p>	<p>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</p> <p>To describe settings, characters and atmosphere with carefully chosen vocabulary</p> <p>To regularly use dialogue to convey a character and advance the action</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement</p>	<p>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</p> <p>To distinguish between the language of speech and writing and choose the appropriate level of formality</p> <p>To select vocabulary and grammatical structures that reflect what the writing requires</p>

Vocabulary, Grammar and Punctuation – Word, Sentence and Text Level							
Curriculum Strand	EYFS (Literacy)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG</p> <p>To write simple phrases and sentences that can be ready by others</p>	<p>To leave spaces between words</p> <p>To join words and clauses using ‘and’</p> <p>To use simple sentence structures</p>	<p>To use sentences with different forms: statement, question, exclamation and command</p> <p>To use expanded noun phrases to describe and specify</p> <p>To use the past and present tense consistently, including the progressive form</p> <p>To use subordination</p> <p>To use co-ordination</p> <p>To use some features of written Standard English</p> <p>To use the present tense and the past tense mostly correctly and consistently</p>	<p>To use subordinate clauses</p> <p>To extend the range of sentences with more than one clause</p> <p>To use a wider range of conjunctions</p> <p>To use conjunctions, adverbs and prepositions to show time, cause and place</p> <p>To try to maintain the correct tense throughout a piece of writing with accurate verb/subject agreement</p> <p>To use ‘a’ or ‘an’ correctly throughout a piece of writing</p>	<p>To use subordinate clauses</p> <p>To extend the range of sentences with more than one clause</p> <p>To use conjunctions in varied positions in sentences</p> <p>To expand noun phrases with the addition of modifying adjectives and prepositional phrases</p> <p>To use nouns or pronouns to aid cohesion and avoid repetition</p> <p>To always maintain accurate tense throughout a piece of writing</p> <p>To always use Standard English verb inflections accurately</p>	<p>To use a range of linking words and phrases between sentences and paragraphs to build cohesion</p> <p>To use time and place adverbials</p> <p>To use relative clauses beginning with a relative pronoun</p> <p>To use a range of adverbs and modal verbs to indicate degrees of possibility</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing</p>	<p>To use the subjunctive form in formal writing</p> <p>To use the perfect form of verbs to mark the relationship between place and time</p> <p>To use the passive voice</p> <p>To use question tags in informal writing</p> <p>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>
Vocabulary, Grammar and Punctuation – Punctuation							
Curriculum Strand	EYFS (Literacy)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>To use capital letters for names, places, days of the week and the personal pronoun ‘I’</p> <p>To punctuate sentences using a capital letter</p> <p>To punctuate sentences using a full stop</p> <p>To begin to punctuate sentences using a question mark</p> <p>To begin to punctuate sentences using an exclamation mark</p>	<p>To punctuate sentences with capital letters and full stops</p> <p>To punctuate sentences with question marks</p> <p>To punctuate sentences with exclamation marks</p> <p>To use commas to separate lists</p> <p>To use apostrophes to mark singular possession</p> <p>To use apostrophes to mark contractions</p>	<p>To use the full range of punctuation from previous year groups</p> <p>To punctuate direct speech accurately, including the use of inverted commas</p>	<p>To correctly use a comma after the reporting clause in speech punctuation</p> <p>To include punctuation within the inverted commas in speech</p> <p>To use apostrophes for singular and plural possession</p>	<p>To use commas to clarify meaning and avoid ambiguity</p> <p>To use brackets, commas or dashes to indicate parenthesis</p>	<p>To use the full punctuation taught at Key Stage 2 correctly</p> <p>To use punctuation precisely to enhance meaning and avoid ambiguity</p>



Vocabulary, Grammar and Punctuation - Terminology

Curriculum Strand	EYFS (Literacy)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		To recognise and use the terms: Letter and capital letter Word and sentence Singular and plural Punctuation, full stop, question mark and exclamation mark	To recognise and use the terms: Noun, noun phrase, adjective, verb and adverb Statement, question, exclamation and command Compound Suffix Present and past tense Apostrophe and comma	To recognise and use the terms: Preposition Conjunction Word family Prefix Clause and subordinate clause Direct speech and inverted commas Consonant, consonant letter, vowel and vowel letter	To recognise and use the terms: Determiner Pronoun and possessive pronoun Adverbial	To recognise and use the terms: Modal verb Relative pronoun and relative clause Parenthesis, bracket and dash Cohesion and ambiguity	To recognise and use the terms: Subject and object Active and passive Synonym and antonym Ellipsis Hyphen Colon and semi-colon Bullet points