

KS1/KS2 Writing Progression						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription	Write simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Write simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		

Handwriting/ Presentation	<p>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.</p> <p>Leaving spaces between words.</p> <p>Form capital letters form digits 0-9 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 un joined write capital letters and digits of the correct size, orientation and relationship to one another and to</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 un-joined.</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 un-joined.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p>	<p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Choosing the writing implement that is best suited for a task.</p>	<p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Choosing the writing implement that is best suited for a task.</p>
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		lower-case letters use spacing between words that reflects the size of the letters.				
Contexts for Writing		<p>Writing narratives about personal experiences and those of others (real and fictional).</p> <p>Writing about real events.</p> <p>Writing poetry.</p> <p>Writing for different purposes.</p>	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	<p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p>	<p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p>

Planning Writing	<p>Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p>	Planning or saying out loud what they are going to write about.	<p>Discussing and recording ideas.</p> <p>Composing and rehearsing sentences orally (including dialogue).</p>	<p>Discussing and recording ideas.</p> <p>Composing and rehearsing sentences orally (including dialogue).</p>	Noting and developing initial ideas, drawing on reading and research where necessary.	Noting and developing initial ideas, drawing on reading and research where necessary.
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			Progressively building a varied and rich vocabulary and an increasing range of sentence structures.	Progressively building a varied and rich vocabulary and an increasing range of sentence structures.		
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Drafting Writing	<p>Sequencing sentences to form short narratives.</p> <p>Re-reading what they have written to check that it makes sense</p>	<p>Writing down ideas and/or keywords, including new vocabulary encapsulating what they want to say, sentence by sentence</p>	<p>Organizing paragraphs around a theme in narratives, creating settings, characters and plot.</p> <p>In non-narrative, using simple organizational devices (headings & subheadings)</p>	<p>Organizing paragraphs around a theme.</p> <p>In narratives, creating settings, characters and plot.</p> <p>In non-narrative, using simple organizational devices.</p>	<p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précisising longer passages.</p> <p>Using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Using further organizational and</p>	<p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action précisising longer passages.</p> <p>Using a wide range of devices to build cohesion within and across</p>
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					presentational devices to structure text and to guide the reader	paragraphs. Using further organizational and presentational devices to structure text and to guide the reader
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Editing Writing	Discuss what they have written with the teacher or other pupils	<p>Evaluating their writing with the teacher and other pupils.</p> <p>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.</p> <p>Proofreading to check for errors in spelling, grammar and punctuation</p>	<p>Assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proofread for spelling and punctuation errors</p>	<p>Assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proofread for spelling and punctuation errors</p>	<p>Assessing the effectiveness of their own and others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the</p>	<p>Assessing the effectiveness of their own and others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensuring correct subject and verb agreement when using singular and plural,</p>
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					<p>language of speech and writing and choosing the appropriate register.</p> <p>Proofread for spelling and punctuation errors</p>	<p>distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Proofread for spelling and punctuation errors</p>
Performing Writing	Read their writing aloud clearly enough to be heard by their peers and the teacher.	Read aloud what they have written with appropriate intonation to make the meaning clear.	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.	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.	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Vocabulary	Joining words and joining clauses using "and".	Joining words and joining clauses using a range of simple conjunctions. Using expanded noun phrases to describe and specify.	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.	Use a thesaurus to enrich vocabulary choices. Use expanded noun phrases to convey complicated information concisely.	Use a thesaurus to enrich vocabulary choices. Use expanded noun phrases convey complicated information
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			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.	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).	Using modal verbs or adverbs to indicate degrees of possibility.	concisely. Using modal verbs or adverbs to indicate degrees of possibility.
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Grammar	<p>To combine words to make sentences, including using 'and'</p> <p>Demarcation (. ! ?) capital letters for names and pronoun ('I')</p>	<p>To combine words to make sentences, including using 'and'</p> <p>Demarcation (. ! ?) capital letters for names and pronoun ('I')</p>	<p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Form nouns using prefixes (super-, anti-).</p> <p>Use the correct form of 'a' or 'an'.</p> <p>Understand word families based on common words (solve, solution, dissolve, insoluble)</p>	<p>Using fronted adverbials.</p> <p>Difference between plural and possessive -s</p> <p>Use standard English verb inflections (I did vs I done).</p> <p>Use extended noun phrases, including with prepositions</p> <p>Use appropriate choice of pronoun or noun to create</p>	<p>Using the perfect form of verbs to mark relationships of time and cause</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.</p> <p>Converting nouns or adjectives into verbs/ verb prefixes.</p> <p>Using devices to build cohesion,</p>	<p>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.</p> <p>Using the perfect form of verbs to mark relationships of time and cause.</p> <p>Differences in informal and</p>
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				cohesion	including adverbials of time, place and number	<p>formal language synonyms & Antonyms.</p> <p>Use further cohesive devices such as grammatical connections and adverbials.</p> <p>Use of ellipsis</p>
Punctuation	<p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>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)</p>	<p>Using and punctuating direct speech (i.e. Inverted commas)</p>	<p>Using commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns.</p> <p>Using and punctuating direct speech (including punctuation within and surrounding</p>	<p>Using commas to clarify meaning or avoid ambiguity in writing</p> <p>Using brackets, dashes or commas to indicate parenthesis</p>	<p>Using hyphens to avoid ambiguity.</p> <p>Using semicolons, colons or dashes to mark boundaries between independent clauses.</p> <p>Using a colon to introduce a list.</p>

				inverted commas)		
Grammar Terminology	Letter, capital letter, word, singular, plural , sentence	Noun, noun phrase, statement, question, exclamation,	Adverb, preposition conjunction, word family, prefix,	Determiner, pronoun, possessive pronoun, adverbial	Modal verb, relative pronoun, relative clause, parenthesis,	Subject, object, active, passive, synonym, antonym, ellipsis,



	punctuation, full stop, question mark, exclamation mark	command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma	clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')		bracket, dash, cohesion, ambiguity	hyphen, colon, semi-colon, bullet points
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Spellings	<p>Words containing each of the 40+ phonemes taught</p> <p>Common exception words</p> <p>The days of the week</p> <p>Name the letters of the alphabet in order</p> <p>Using letter names to distinguish between alternative spellings of the same sounds</p> <p>Using the spelling rule for adding – s or –es as the plural marker for nouns</p>	<p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>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</p> <p>Learning to spell common exception words</p>	<p>Spell further homophones</p> <p>Spell words that are often misspelled</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 the first 2 or 3 letters of a word to check its spelling in a dictionary</p>	<p>Spell further homophones</p> <p>Spell words that are often misspelled</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 the first 2 or 3 letters of a word to check its spelling in a dictionary</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</p> <p>Use further prefixes and suffixes and understand the guidance for adding them.</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</p> <p>Use further prefixes and</p>
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	<p>and the third person singular marker for verbs.</p> <p>Using the prefix un- to change meaning of adjectives/adverbs</p> <p>Using -ing, -ed, -er and -est where no change is needed in the spelling of root words.</p> <p>Apply simple spelling rules.</p>	<p>Distinguishing between homophones and near homophones</p> <p>Learning the possessive apostrophe (singular).</p> <p>Learning to spell more words with contracted forms.</p> <p>Add suffixes to spell longer words, including-ment, ness, -ful, -less, -ly.</p> <p>Apply spelling rules.</p>			<p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p>	<p>suffixes and understand the guidance for adding them. Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p>
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