

Writing Progression of Knowledge, skills, Questioning and Vocabulary

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics & whole word spelling & word morphology	- Words containing each of the 40+ phonemes already 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 to the spelling of root word - Apply simple spelling rules (English Appendix 1)	- Segmenting spoken words into phonemes and representing these by grapheme, spelling many correctly. - Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. - Learning to spell common exception words - Learning to spell more words with contracted forms. - Learning the possessive apostrophe (singular) - Distinguish between homophones and near-homophones - Add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly. - Formation of nouns using suffixes such as -ness, -er and by compounding - Formation of adjectives using suffixes such as ful, -less - Use of suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjective into adverbs	- Spell further homophones - Spell words that are often misspelt - Use further prefixes and suffixes and understand how to add them - Place the possessive apostrophe accurately in words with regular plurals - Use the first two or three letters of a word to check its spelling in a dictionary. - Formation of nouns using a range of prefixes - Use the forms a or an correctly. - Word families based on common words, showing how words are related in form and meaning.	- Spell further homophones - Spell words that are often misspelt - Use further prefixes and suffixes and understand how to add them - Place the possessive apostrophe accurately in words with regular plurals and irregular plurals - Use the first two or three letters of a word to check its spelling in a dictionary.	- Use further prefixes and suffixes and understand the guidance for adding them. - 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 some words need to be learnt specifically - Use dictionaries to check spelling and meaning of words using the first 3 or 4 letters of a word. - Converting nouns or adjective into verbs using suffixes - Verb prefixes	- Use further prefixes and suffixes and understand the guidance for adding them. - 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 some words need to be learnt specifically - Use dictionaries to check spelling and meaning of words using the first 3 or 4 letters of a word. - How words are related by meaning as synonyms and antonyms

Writing Progression of Knowledge, skills, Questioning and Vocabulary

		Apply spelling rules and guidelines from Appendix 1.				
Transcription	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words learnt so far.	Write from memory simple sentences dictated by the teacher that include words using GPCs and common exception words learnt 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	- 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' - Leaving spaces between words	- Form lower-case letters to the correct size and 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 other letters.	Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.	- Handwriting is legible and fluent - Choose the writing implement that is best for the suited task.	- Handwriting is legible and fluent - Choose the writing implement that is best suited for the task	Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.

Writing Progression of Knowledge, skills, Questioning and Vocabulary

Contexts for Writing (Writing for purpose progression)		• Writing narratives about personal experiences and those of others • Writing about real events • Writing poetry • Writing for different purposes	• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar (WAGOLL)	• Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar (WAGOLL)	• Identify the audience for and purpose of the writing. • When writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.	• Identify the audience for and purpose of the writing selecting the appropriate form and using other similar writing as models of their own • When writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.
Composition Planning writing	• Saying out loud what they are going to write about • Composing a sentence orally before writing	• Planning or saying out loud what they are going to write about • Writing down ideas and/or key words, including new vocabulary	• Discuss and record ideas	• Discuss and record ideas	• Noting and developing initial ideas, drawing on reading and research where necessary. • Using further organisational devices to structure text and to guide the reader e.g headings	• Noting and developing initial ideas, drawing on reading and research where necessary. • Using further organisational and presentational devices to structure text and to guide the reader e.g headings/ bullet points/ underlining.
Composition Drafting writing	• Sequencing sentences to form short narratives • Re-reading what they have written to check that it makes sense.	• Encapsulating what they want to say, sentence by sentence.	• Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Organise paragraphs around a theme • In narratives, creating settings characters and plot • In non-narrative use simple organisational devices	• Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Organise paragraphs around a theme • In narratives, creating settings characters and plot • In non-narrative use simple organisational devices	• Selecting appropriate grammar and vocabulary to enhance meaning.⁴ • In narratives, describing settings, characters and atmosphere. • Precising longer passages. • Using a wide range of devices to build cohesion within and across paragraphs • Use a thesaurus	• 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. • Use a thesaurus

Writing Progression of Knowledge, skills, Questioning and Vocabulary

			Headings and sub-headings to aid presentation			
Composition Editing writing	Discuss what they have written with the teacher or other pupils.	- Evaluating their writing with the teacher and other pupils - Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - Proof reading to check for errors in spelling, grammar and punctuation.	- Begin to evaluate and edit the effectiveness of their own and other writing and suggesting improvements - Begin to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. - Begin to proof read for spelling and punctuation errors	- Evaluate and edit the effectiveness of their own and other writing and suggesting improvements - Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. - Begin to proof read for spelling and punctuation errors	- Asses the effectiveness of their own and others' writing - Ensuring consistent and correct use of tense throughout a piece of writing - Ensuring correct subject verb agreement when using singular and plural. - Proof read for spelling and punctuation errors	- Asses the effectiveness of their own and others' writing - Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - Ensuring consistent and correct use of tense throughout a piece of writing. - Ensuring correct subject verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. - Proof read for spelling and punctuation errors
Oral performance of writing	Read aloud their writing 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 aloud their own writing, to a group using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Read aloud their own writing, 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 and volume	Perform their own compositions, using appropriate intonation and volume and movement so that the meaning is clear.

Writing Progression of Knowledge, skills, Questioning and Vocabulary

Vocabulary & Grammar (N/C Appendix 2)	How words combine to make a sentence.	- Sentences with different forms: statement, questions, exclamation command - The present and past tenses correctly and consistently including the progressive form - Subordination and coordination - Some features of written standard English - Expanded noun phrases for description and specification e.g the blue butterfly	- Extending the range of sentences with more than one clause by using a wider range of conjunctions including when, if because, although. - Using present perfect form of verbs in contrast to the past tense. - Using conjunctions, adverbs and prepositions to express time and cause - Using fronted adverbials	- Difference between plural and possessive -s - Standard English verb inflections instead of local spoken forms. - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. - Use of fronted adverbials - Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	- Using expanded noun phrases to convey complicated information concisely - Using modal verbs or adverbs to indicate degrees of possibility - Using relative clauses beginning with, who, which, where, when, whose, that or with an implied (omitted) relative pronoun - Devices to build cohesion within a paragraph - Linking ideas across paragraphs using adverbials of time, place and number or tense choices.	- Recognise vocabulary structures that are appropriate for formal speech and writing including the 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 clause - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis.
Punctuation	- Beginning to punctuate sentences using capital letter and 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'	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)	- Using commas after fronted adverbials - Using and punctuating direct speech.	- Use of inverted commas and other punctuation to indicate direct speech. - Apostrophes to mark plural possession - Use of comma after fronted adverbial	- Using commas to clarify meaning or avoid ambiguity in writing - Using brackets, dashes or commas to indicate parenthesis - Using a colon to introduce a list - Using semi-colons to separate items in a list	- Using hyphens to avoid ambiguity - Using semi-colons, colons or dashes to mark boundaries between independent clauses. - Punctuating bullet points consistently
Terminology	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.	Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past & present), apostrophe, comma	Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas.	Determiner, pronoun, possessive pronoun, adverbial, inverted comma, fronted adverbial, Apostrophe for possession, comma, prepositional phrase	Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, semi colon	Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points