

Writing Progression

	Year 1	Year 2	Year 3
Phonics & 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 apply simple spelling rules and guidance from Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs 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
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 practise 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
Deconstructing texts including, context, purpose and audience	<ul style="list-style-type: none"> Writing is taught from Get Writing as part of the Read Write Inc. programme 	<ul style="list-style-type: none"> Writing is taught from Get Writing as part of the Read Write Inc. programme in the beginning of year 2. Write narratives about personal experiences and those of others (real events and fictional events) Write narratives from their imagination Write instructions, poetry, non-chronological reports, diary entries and explanation texts See at least one good example of the genre at an age appropriate level Identify different genres/types of writing Identify features 	<ul style="list-style-type: none"> use at least one good example of the genre at an age appropriate level and discuss in order to understand and learn from its structure, vocabulary and grammar. Identify Purpose, Audience and genre of writing. Identify features of the genre. Evaluate effectiveness of the text. Can find features from a success criteria in the text write narratives, poetry, persuasive texts, diary entries, reports, balanced arguments and explanation texts
Planning Writing including vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> Plan their writing by: saying out loud what they are going to write about composing a sentence orally before writing it Using story mountains, simple planning templates, visual planning templates (such as story boards) to map out what they will write about Use the following punctuation and grammar: leaving spaces between words joining words and joining clauses using "and" 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' 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' Use the following terminology: letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark 	<ul style="list-style-type: none"> Plan their writing by: planning or saying out loud what they are going to write about Using story mountains, simple planning templates and visual planning templates (such as story boards) to map out what they will write about writing down ideas and/or key words, including new vocabulary Use the following punctuation and grammar: expanded noun phrases to describe and specify 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 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) Use the following terminology: noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma 	<ul style="list-style-type: none"> Plan their writing by: discussing and recording ideas Using story mountains, planning templates, visual planning templates or flow charts to map out what they will write about composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures Use the following punctuation and grammar: 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) 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) using and punctuating direct speech (i.e. Inverted commas) Use the following terminology: adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')
Drafting Writing including editing	<ul style="list-style-type: none"> Using talk for writing skills to discuss and say a loud sentence before they write them down. sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> encapsulating what they want to say, sentence by sentence with adults or peers prior to writing them down evaluating their writing with the teacher and other pupils against a set of simple criteria. 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 using a simple success criteria to focus their assessment 	<ul style="list-style-type: none"> Use their planning to help them structure their writing organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices (headings & subheadings) assessing the effectiveness of their own and others' writing and suggesting improvements using success criteria to shape assessment and feedback stating what to improve / how to improve – be kind / be specific / does writing fit purpose? proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors
Publishing (redrafting) Writing	<ul style="list-style-type: none"> Redraft some work into a format/style that meets the requirements of the genre or purpose. 	<ul style="list-style-type: none"> Redraft some work into a format/style that meets the requirements of the genre or purpose. 	<ul style="list-style-type: none"> Redraft work into a format/style that meets the requirements of the genre or purpose.
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 Progression

Year 4	Year 5	Year 6	
<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 	Phonics & spelling
<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 	Handwriting
<ul style="list-style-type: none"> use at least one good example of the genre at an age appropriate level and discuss in order to understand and learn from its structure, vocabulary and grammar. Identify Purpose, Audience and genre of writing. Identify features of the genre. Evaluate effectiveness of the text. Can find features from a success criteria in the text write narratives, poetry, persuasive texts, diary entries, reports, balanced arguments and explanation texts. 	<ul style="list-style-type: none"> use at least one good example/model of the genre at an age appropriate level. identifying the audience for and purpose of the writing Identifying features of the genre evaluate effectiveness of the text. Creating or identifying a success criteria that identifies key features of the type of text selecting the appropriate form in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed write newspaper reports, narratives, persuasive texts, balanced arguments, letters, poetry, non-chronological reports, playscripts and biographies. 	<ul style="list-style-type: none"> using least one good example/model of the genre at an age appropriate level. identifying the audience for and purpose of the writing Identifying features of the genre evaluate effectiveness of the text. Creating or identifying a success criteria that identifies key features of the type of text selecting the appropriate form in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed write newspaper reports, narratives, persuasive texts, balanced arguments, letters, poetry, non-chronological reports, playscripts and biographies. 	Deconstructing texts including, context, purpose and audience
<ul style="list-style-type: none"> Plan their writing by: discussing and recording ideas Using story mountains, planning templates or flow charts to map out what they will write about composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Use the following punctuation and grammar: 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 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 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) Use the following terminology: determiner, pronoun, possessive pronoun, adverbial 	<ul style="list-style-type: none"> Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary using a planning template (such as IPEELL or another available template) to map out each element of the final piece including grammar and language use a thesaurus Use the following punctuation and grammar: using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility 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 (ie omitted) relative pronoun converting nouns or adjectives into verbs verb prefixes devices to build cohesion, including adverbials of time, place and number using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis Use the following terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity 	<ul style="list-style-type: none"> Plan their writing by: noting and developing initial ideas, drawing on reading and research where necessary using a planning template (such as IPEELL or another available template) to map out each element of the final piece including grammar and language use a thesaurus Use the following punctuation and grammar: using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility 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 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 Use the following terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points 	Planning Writing including vocabulary, Grammar and punctuation
<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 assessing the effectiveness of their own and others' writing and suggesting improvements using success criteria to shape assessment and feedback stating what to improve / how to improve – be kind / be specific / does writing fit purpose? 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"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning and the impact of changes made 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 assessing the effectiveness of their own and others' writing by discussing impact of changes made on reader – does this achieve desired effect? Is the writing fit for purpose? proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning and to fulfil success criteria. 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"> 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 assessing the effectiveness of their own and others' writing by discussing impact of changes made on reader – does this achieve desired effect? Is the writing fit for purpose? proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning and to fulfil success criteria. 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 	Drafting Writing including editing.
<ul style="list-style-type: none"> Redraft work into a format/style that meets the requirements of the genre or purpose. 	<ul style="list-style-type: none"> Redraft work into a format/style that meets the requirements of the genre or purpose. 	<ul style="list-style-type: none"> Redraft work into a format/style that meets the requirements of the genre or purpose. 	Redrafting 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. 	Performing Writing

Objectives additional to the National Curriculum