



Progression of Skills - Writing

Skills	REC	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic & Whole word spelling	Listen to and hear the sounds within Sounds Write Initial Code. Recall &/identify the taught GPCs (the letters that represent the sounds) (including some digraphs) on a grapheme mat and use this when writing. Spell some taught common exception/ high frequency and familiar words.	Spell words containing each of the 40+ phonemes taught. Retain knowledge of sounds taught in Initial and Extended Code and apply this to spelling. Begin to spell some common exception words. Use letter names to distinguish between alternative spellings of the same sound spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog. Make phonetically plausible attempts at writing longer words.	Retain knowledge of sounds taught in Initial and Extended Code and apply this to spelling. Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. learn 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. Learn to spell common exception words distinguish between homophones and near-homophones.	Retain knowledge of sounds taught in Initial and Extended Code and apply this to spelling. Spell further homophones spell words that are often misspelt (Appendix 1).	Retain knowledge of sounds taught in Initial and Extended Code and apply this to spelling. Spell further homophones spell words that are often misspelt (Appendix 1).	Retain knowledge of sounds taught in Initial and Extended Code and apply this to spelling. 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.	Retain knowledge of sounds taught in Initial and Extended Code and apply this to spelling. 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.
Further Spelling		Other word building spelling-use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. Use the prefix un- use -ing, -ed, -er and -est where no	Learn the possessive apostrophe (singular). Learn to spell more words with contracted forms. Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly. Show awareness of silent letters in spelling	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	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	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,	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,



		change is needed in the spelling of root words. Apply simple spelling rules and guidance from Appendix 1.	e.g. knight, write. Use –le ending as the most common spelling for this sound at the end of words. Apply spelling rules and guidelines from Appendix 1.	of a word to check its spelling in a dictionary.	of a word to check its spelling in a dictionary.	meaning or both of these in a dictionary.	meaning or both of these in a dictionary.
Punctuation	Think of, say and write a simple sentence, sometimes using a capital letter and full stop.	Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.	Full stops and capital letters and question marks use sentence demarcation CL . ? Exclamation marks and commas in a list. Apostrophes for contracted form and for possession.	Use commas after fronted adverbials. Indicate possession by using the possessive apostrophe with singular and plural nouns. Use and punctuate direct speech (including punctuation within and surrounding inverted commas).	Use commas after fronted adverbials. Indicate possession by using the possessive apostrophe with singular and plural nouns. Use and punctuate direct speech (including punctuation within and surrounding inverted commas).	Use commas to clarify meaning or avoid ambiguity in writing. Use brackets, dashes or commas to indicate parenthesis.	Use hyphens to avoid ambiguity. Use semicolons, colons or dashes to mark boundaries between independent clauses. Use a colon to introduce a list punctuating bullet points consistently.
Grammar	Make writing exciting using wow words (adjectives). Begin to know sentences can be extended using a joining word (conjunction).	Use regular plural noun suffixes (-s, -es). Use verb suffixes where root word is unchanged (-ing, -ed, -er). Use the un- prefix to change meaning of adjectives/adverbs. Combine words to make sentences, including using and. Sequence sentences to form short narratives. Separate words with spaces. Use sentence demarcation (. ! ?). Use	Use coordination (using or, and, or but). Use commas in lists. Use sentences with different forms: statement, question, exclamation, command. Use subordination (using when, if, that, or because). Use apostrophes for omission & singular possession. Use the present and past tenses correctly and	Use the present perfect form of verbs in contrast to the past tense. Form nouns using prefixes. Use the correct form of 'a' or 'an'. Use word families based on common words (solve, solution, dissolve, insoluble). Use fronted adverbials. Use conjunctions, adverbs and prepositions to express time and cause. Use and understand the	Use the present perfect form of verbs in contrast to the past tense. Form nouns using prefixes. Use the correct form of 'a' or 'an'. Use word families based on common words (solve, solution, dissolve, insoluble). Use fronted adverbials. Use conjunctions, adverbs and prepositions to express time and cause. Use and understand the	Use the perfect form of verbs to mark relationships of time and cause. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun. Convert nouns or adjectives into verbs. Use verb prefixes. Use devices to build cohesion, including adverbials of	Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Use passive verbs to affect the presentation of information in a sentence. Use the perfect form of verbs to mark relationships of time and cause. Understand and use differences in informal and formal language.



		capital letters for names and pronoun 'I').	consistently including the progressive form. Use extended simple sentences e.g. including adverbs and adjectives to add interest. Use some features of written Standard English. Learn how to use selected grammar for Year 2 Use and understand grammatical terminology when discussing writing.	grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	time, place and number.	Understand synonyms & antonyms. Use further cohesive devices such as grammatical connections and adverbials. Use ellipsis.
Transcription	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Dictation to allow children to overlearn GPCs from previous Sounds Write lessons (at least 2 units behind unit currently taught).						
Composition and Effect	High-quality texts Meaningful tasks Ownership encouraged Range of purposes (implicit)	High-quality texts Meaningful tasks Ownership encouraged Range of purposes (implicit)	High-quality texts Meaningful tasks Ownership encouraged Range of purposes (explicit) Audience identified where appropriate	High-quality texts Meaningful tasks Ownership developed Range of purposes (explicit) Audience & formality identified Language and sentence structure reflect formality	High-quality texts Meaningful tasks Ownership developed Range of purposes (explicit) Audience & formality identified Language and sentence structure reflect formality	High-quality texts Meaningful tasks Ownership embedded Range of purposes (explicit) Audience & formality identified Formality is maintained across writing – grammar, vocab and sentence structure	High-quality texts Meaningful tasks Ownership embedded Range of purposes (explicit) Audience & formality identified Formality is maintained across writing – grammar, vocab and sentence structure
Planning	STAFF MEETING						



Drafting							
Proof-reading & Editing	Think it, say it, write it, check it Modelled proof reading Modelled editing	Think it, say it, write it, check it Modelled proof reading Modelled editing	Think it, say it, write it, check it Modelled & application of proof reading Modelled and application of editing	Scaffolded editing Proof reading exercises Proof reading skills embedded in own writing Suggest improvements for own and others' writing	Proof reading exercises Proof reading skills embedded in own writing Suggest improvements for own and others' writing	Proof reading exercises Proof reading skills embedded in own writing Suggest improvements for own and others' writing	Proof reading exercises Proof reading skills embedded in own writing Suggest improvements for own and others' writing
Handwriting	Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Develop the foundations of a handwriting style which is fast, accurate and efficient. Begin to form lower-case and capital letters correctly. Know how to write the taught letters.	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. Produce recognisable letters and words to convey meaning. Another person can read writing with some mediation.	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.	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.	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.	Increase the fluency, legibility, consistency, and quality of their handwriting. Able to maintain handwriting with increased speed.	Increase the fluency, legibility, consistency, and quality of their handwriting. Able to maintain handwriting with increased speed.