



Writing Progression Tables

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Phonic & Whole word spelling	ELG Literacy (Writing) • Spell words by identifying sounds in them and representing the sounds with a letter or letters.	<ul style="list-style-type: none"> spell words containing each of the 40+ phonemes taught name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound 	<ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly 					
		<ul style="list-style-type: none"> spell common exception words spell the days of the week 	<ul style="list-style-type: none"> learning to spell common exception words 	spell words that are often misspelt (Appendix 1)	spell words that are often misspelt (Appendix 1)	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 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	
						<ul style="list-style-type: none"> spell some words with 'silent' letters 	<ul style="list-style-type: none"> spell some words with 'silent' letters 	
			<ul style="list-style-type: none"> distinguishing between homophones and near-homophones learning new ways of spelling phonemes for 	<ul style="list-style-type: none"> spell further homophones 	<ul style="list-style-type: none"> spell further homophones 	<ul style="list-style-type: none"> continue to distinguish between homophones and other words which are often confused 	<ul style="list-style-type: none"> continue to distinguish between homophones and other words which are often confused 	

			which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones					
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Other word building spelling		<ul style="list-style-type: none"> using the prefix un- using -ing, -ed, -er and -est where no change is needed in the spelling of root words 	<ul style="list-style-type: none"> add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them 	
		<ul style="list-style-type: none"> using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs 	<ul style="list-style-type: none"> learning the possessive apostrophe (singular) learning to spell more words with contracted forms 	<ul style="list-style-type: none"> place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals 	<ul style="list-style-type: none"> place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals 			
				<ul style="list-style-type: none"> use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> 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"> 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"> apply simple spelling rules and guidance from Appendix 1 	<ul style="list-style-type: none"> apply spelling rules and guidelines from Appendix 1 					

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Transcription		write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	write from memory 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.			

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Handwriting	ELG Physical Development (Fine Motor Skills) <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy and care when drawing. 	<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly 					<ul style="list-style-type: none"> • choosing the writing implement that is best suited for a task 	<ul style="list-style-type: none"> • choosing the writing implement that is best suited for a task
	ELG Literacy (Writing) <ul style="list-style-type: none"> • Write recognisable letters, most of 	<ul style="list-style-type: none"> • begin to form lower-case letters in the correct direction, starting and finishing in the right place 	<ul style="list-style-type: none"> • start using some of the diagonal and horizontal strokes needed to join letters and 	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and 	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and 	<ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding 	<ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether 	

	which are correctly formed.	<ul style="list-style-type: none"> understand which letters belong to which handwriting 'families' and to practise these 	understand which letters, when adjacent to one another, are best left unjoined	understand which letters, when adjacent to one another, are best left unjoined	understand which letters, when adjacent to one another, are best left unjoined	whether or not to join specific letters	or not to join specific letters	
		<ul style="list-style-type: none"> form capital letters form digits 0-9 	<ul style="list-style-type: none"> write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters 					
			<ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> increase the legibility, consistency and quality of their handwriting 			

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Contexts for Writing	<p>ELG- Expressive Arts and Design (creating with materials) Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG- Expressive Arts and Design (being imaginative and expressive)</p>		<ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes 	<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, considering how authors have developed characters and settings in what pupils have read, 	<ul style="list-style-type: none"> identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, considering how authors have developed characters and settings in what pupils have read, 	

	Invent, adapt and recount narratives and stories with peers and their teacher.					listened to or seen performed	listened to or seen performed	
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Planning Writing	ELG Communication and Language (Speaking) Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	<ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it 	<ul style="list-style-type: none"> planning or saying out loud what they are going to write about 	<ul style="list-style-type: none"> discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary 	<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary 	

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Drafting Writing	ELG Literacy (Writing) <ul style="list-style-type: none"> Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> sequencing sentences to form short narratives re-reading what they have written to check that it makes sense 	<ul style="list-style-type: none"> writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence 	<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 (headings & subheadings) 	<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 (headings & subheadings) 	<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 	<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 	

						<p>dialogue to convey character and advance the action</p> <ul style="list-style-type: none"> • précising 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 	<p>and advance the action</p> <ul style="list-style-type: none"> • précising 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 	
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Editing Writing	<p>ELG Communication and Language (Speaking) Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<ul style="list-style-type: none"> • discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing 	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • 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	
			<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	<ul style="list-style-type: none"> • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	<ul style="list-style-type: none"> • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • 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 	<ul style="list-style-type: none"> • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • 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 	
			<ul style="list-style-type: none"> • proofreading to check for errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> • proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • proofread for spelling and punctuation errors 	

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Performing Writing	ELG Expressive Arts and Design (Being imaginative and Expressive) Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music	<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. 	<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. 	

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Vocabulary		<ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using "and" 		<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	<ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 			
			<ul style="list-style-type: none"> • expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> • using expanded noun phrases to convey complicated information concisely 	<ul style="list-style-type: none"> • using expanded noun phrases to convey complicated information concisely 	
				<ul style="list-style-type: none"> • using conjunctions, adverbs and prepositions to express time and cause (and place) 	<ul style="list-style-type: none"> • using conjunctions, adverbs and prepositions to express time and cause (and place) 	<ul style="list-style-type: none"> • using modal verbs or adverbs to indicate degrees of possibility 	<ul style="list-style-type: none"> • using modal verbs or adverbs to indicate degrees of possibility 	

						• use a thesaurus	• use a thesaurus	
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Grammar (edited to reflect content in Appendix 2)		<ul style="list-style-type: none"> 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 separation of words with spaces sentence demarcation (. ! ?) capital letters for names and pronoun 'I' 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun converting nouns or adjectives into verbs verb prefixes devices to build cohesion, including adverbials of time, place and number 	<ul style="list-style-type: none"> 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 	

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Punctuation (edited to reflect content in Appendix 2)		<ul style="list-style-type: none"> 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' 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> using and punctuating direct speech (i.e. Inverted commas) 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> 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 	

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Grammatical Terminology		letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points	