

Writing: Progression of Skills

Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	To begin to develop an appropriate pencil grip (work towards tripod). Write recognisable letters mostly formed correctly beginning and ending in the correct place.	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. Understand which letters belong to which handwriting 'families' (letters that are formed in similar ways) and to practise these.	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 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 by ensuring that the downstrokes of letters are parallel and equidistant and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	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 by ensuring that the downstrokes of letters are parallel and equidistant and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	By the end of these lessons, most children should be able to write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. To select the most appropriate writing implement.	By the end of these lessons, most children should be able to write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. To select the most appropriate writing implement.

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Spelling	Spell words by identifying sounds and representing the sounds with a letter or letters.	Spell words containing the 40+ phonemes already taught. Spell Y1 common exception words (see phonics progression document) Spell the days of the week (including a capital letter) Use letter names to distinguish between alternative spellings of the same sound (eg. c/k). Use spelling rule for adding -s or -es for plural nouns. Apply the prefix -un. Apply the suffixes -ing, -ed, -er and -est where the root word does not	Continue to apply taught phonemes and corresponding graphemes to spell many words correctly. Begin to select the correct alternative grapheme for phonemes. Begin to spell some homophones and near homophones. Spell most Y1 and Y2 common exception words. To spell more words in the contracted form putting the apostrophe in the correct place. Apply the suffixes -ment, -ness, -ful, -less and -ly.	Apply prefixes mis-, dis-, in-, im-, il-, ir- to negate the meaning of the root word. Apply the suffix -ous. Spell further homophones and near homophones (see spelling appendix). Use the first two or three letters of a word to check its spelling in a dictionary. Spell many of the Y3/4 common exception words correctly. Apply spelling rules listed in the appendix of the NC.	Apply prefixes re-, sub-, inter-, super-, anti-, -auto. To spell further homophones (see grammar appendix). To consistently apply all taught suffixes correctly (-ed, -ing, -ful, -less, -ness, -ment, -ous, -ly). Spell most of the Y3/4 common exception words correctly. Apply spelling rules listed in the appendix of the NC.	Spell some words with silent letters (eg. knight, psalm, solemn). Apply further suffixes correctly (-ate, -ise, -ify). Apply further prefixes (over-) Use knowledge of morphology and etymology of words to aid spelling. Use dictionaries to check the spelling and meanings of words using first 2 or 3 letters. To spell many of the Y5/6 common exception words. Apply spelling rules listed in the appendix of the NC.	To accurately apply all previously taught suffixes and prefixes. Apply further suffixes correctly (-able, -ible, -ably, -ibly) including when changes need to be made to the root word (see NC appendix). To spell many of the Y5/6 common exception words. Apply spelling rules listed in the appendix of the NC.

Writing: Progression of Skills

		need to be changed. Apply spelling rules listed in the appendix of the NC. To spell some words in the contracted form.	Apply spelling rules listed in the appendix of the NC.				
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Writing: Progression of Skills

For grammar, punctuation and vocabulary objectives in more detail, refer to NC Appendix 2.

Grammar	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Express ideas and feelings about experiences using past, present and future tenses (spoken language.) Make use of conjunction with modelling from teacher (spoken language).	Word classes: noun and verb Use the pronoun 'I' Join words and clauses using 'and'. Write simple dictated sentences including GPCs and grammar taught so far.	Word classes: noun, verb and adjective Use expanded noun phrases to describe and specify. Use the simple present and past tenses correctly. Use the past and present progressive tense. Use co-ordinating conjunctions (or, and, but, so) Use subordinating conjunctions (when, if, that, because).	Word classes: subject, nouns, verbs, adjectives, adverbs and pronouns Use co-ordinating and subordinating conjunctions to write multi-clause sentences (when, if, that because, although). Use present perfect form of verbs in contrast to the simple past tense. Use prepositional phrases to express time and cause. Using the correct article (a/an) depending on the first letter of the next word (consonant or vowel).	Word classes: subject, nouns, verbs, adjectives, adverbs and pronouns and further conjunctions. Choose nouns and pronouns for clarity and cohesion. Use prepositional phrases and adverbial phrases to express time and cause.	Word classes: subject, nouns, verbs, adjectives, adverbs and pronouns, prepositions, determiners and further conjunctions. Use the perfect form of verbs to mark relationships of time and cause. Use modal verbs and adverbs to indicate degrees of possibility. (including understanding that adverbs can modify an adjective eg. ridiculously difficult). Use expanded noun phrases to convey complicated information concisely.	Word classes: subject, nouns, verbs, adjectives, adverbs and pronouns, prepositions, determiners and further conjunctions. To use the passive form to affect the presentation of information in a sentence. When using the passive voice in a sentence, a form of the verb 'to be' must be used, as well as the past perfect form of a verb: e.g. It was eaten by the boy.. It had been eaten (by...). It will be eaten (by...).

Writing: Progression of Skills

				Choose nouns or pronouns appropriately to create cohesion and avoid repetition		Use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that) or with an omitted relative pronoun.	Joe had been beaten (by...). The date of the assembly was changed (by the school). This is not passive (because of the verb 'to be' not used: The date changed.
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Writing: Progression of Skills

Punctuation	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Punctuate sentences using a capital letter and full stop. Use a question mark when needed and begin to use exclamation marks. Use a capital letter for specific names of people, places, days of the week and the personal pronoun I.	Correctly demarcate sentences with a full stop and capital letter. Use a capital letter for proper nouns. Use a question mark or exclamation where needed when writing sentences with different forms. To use commas to separate items in a list. Use an apostrophe to indicate the contracted form of a word. Use an apostrophe to show singular possession.	Use an apostrophe to show possession (singular). To punctuate direct speech (inverted commas only).	Punctuate fronted adverbials with a comma. Use an apostrophe to show possession (singular and plural). To punctuate direct speech. To demarcate clauses in a sentence with a comma where needed.	Use commas to indicate parenthesis. Use commas to demarcate clauses.	Use brackets, dashed and commas to indicate parenthesis. To use hyphens to avoid ambiguity. To use ellipsis to link ideas across paragraphs for cohesion. Use semi-colons, colours and dashes to mark boundaries between independent clauses. Use a colon to introduce a list. Punctuate bullet points consistently.

Writing: Progression of Skills

Vocabulary	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Use recently introduced vocabulary when speaking. Make use of recently introduced vocabulary from stories, non-fiction, rhymes and poems to offer explanations for why things might happen.	Apply newly introduced vocabulary from reading and wider learning within their own writing.	Apply newly introduced vocabulary from reading and wider learning within their own writing.	To use knowledge of word families based on common words showing how words are related in form and meaning. Build and use a varied vocabulary.	To use knowledge of morphology and etymology of words to use new words in the correct context. Build and use a varied vocabulary.	To use a thesaurus to find synonyms for words.	Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Understand how words are related by meaning as synonyms and antonyms.

Writing: Progression of Skills

Composition	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Write simple phrases and sentences that can be read by others	To orally rehearse sentences before writing. Sequence sentences to form short narratives. Re-read what they have written to check it makes sense.	Write narrative about personal experiences and those of others (real and fictional). Write about real events. Write poetry Write for different purposes (entertain, inform). Plan what they are going to write including writing down ideas and key words (including new vocabulary). Encapsulating what they want to say sentence by sentence. Proofread to check for spelling, grammar and punctuation errors.	Plan writing by discussing texts similar to those they are going to write to understand its structure, vocabulary and grammar. Discuss and record ideas and key vocabulary. Compose and rehearse sentences orally. Build and use a varied vocabulary. Use a range of sentences with different forms (?!.) Organise paragraphs around a theme. In narratives, introduce creation of settings, character and plot.	Build and use a varied vocabulary. Use an increasing range of sentence structures. In narrative develop creation of settings, character and plot. Develop the use of simple organisational devices in non-narrative material. Assess the effectiveness of their own and others' writing suggesting improvements. Making changes to grammar and vocabulary to improve consistency including accurate use of pronouns in sentences.	To use cohesive devices (including adverbials of time, place, number or tense choices).	Write independently, at length and with fluency, demonstrating competency of all the composition skills listed in previous years.

Writing: Progression of Skills

			Make simple additions and corrections.	Introduce the use of simple organisational devices (such as headings and subheadings) in non-narrative material. Proofread for spelling and punctuation errors.			
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