

Writing Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic & Whole word spelling	<ul style="list-style-type: none"> spell words containing each of the 40+ phonemes taught spell common exception words spell the days of the week name the letters of the alphabet to order using letter names to distinguish between similar sounds 	<ul style="list-style-type: none"> learning the possessive apostrophe (singular) learning to spell more words with contracted forms and suffixes to spell longer words including -ment, -ness, -ful, -less, -ly apply spelling rules and guidelines from Appendix 1 spelling in a dictionary 	<ul style="list-style-type: none"> spell further homophones spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> spell further homophones spell words that are often misspelt (Appendix 1) 	<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 	<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
Other word building spelling						
Transcription	<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 using the prefix -er -est and -est where no change is needed in the spelling of root words using letter names to distinguish between similar sounds 	<ul style="list-style-type: none"> learning the possessive apostrophe (singular) learning to spell words with contracted forms and suffixes to spell longer words including -ment, -ness, -ful, -less, -ly apply spelling rules and guidelines from Appendix 1 spelling in a dictionary 	<ul style="list-style-type: none"> wrote 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"> wrote from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<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 use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> 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 2 or 3 letters of a word to check its spelling in a dictionary
Handwriting						
Contexts for Writing						
Planning Writing						
Drafting Writing						
Performing Writing						

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Vocabulary	<ul style="list-style-type: none"> - learning species, between words - joining words and joining clauses using "and" 	<ul style="list-style-type: none"> - expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> - using expanded noun phrases to convey complicated information concisely - using modals verbs or adverbs to indicate degrees of possibility 	<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 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - using conjunctions, adverbs and prepositions to express time and cause (and since) 	<ul style="list-style-type: none"> - using expanded noun phrases to convey complicated information concisely - using modals verbs or adverbs to indicate degrees of possibility 	<ul style="list-style-type: none"> - use a thesaurus - using expanded noun phrases to convey complicated information concisely - using modal verbs or adverbs to indicate degrees of possibility
Grammar Reflexive & reflex. content (defined 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 (-ng, -ed, -en) - use prefix to change meaning of adjectives/adverbs to create new statements, including using and sequencing punctuation to form short narratives - Separation of words with spaces - Semantic discrimination (-, -?) - capital letters for names and pronoun 'I' 	<ul style="list-style-type: none"> - sentences with different forms: statement, question, exclamation, command. - The Past tense and Past tense correctly and consistently including the progressive form - Subordination (using 'when', 'if', 'but', & 'because') and coordination (using 'and' or 'but') - Some features of written Standard English - Suffixes to form new words (-ed, -er, -est) - sentence discrimination - 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 'we' or 'us' - verb features based on common words (she, solution, discuss, terrible) 	<ul style="list-style-type: none"> - using fronted adverbials - difference between plural and possessive → Standard English with inflections (I did vs I done) - standard, more placative, including with prepositions - appropriate choice of pronoun or noun to create cohesion - efforts to build cohesion, including adverbials of time, place and therefore 	<ul style="list-style-type: none"> - using relative clauses beginning with who, which, whose, when, where, that or with an apostrophe (i.e. contractions) inside a clause - connecting nouns or adjectives into lists - verb prefixes - efforts to build cohesion, including adverbials of time, place and therefore 	<ul style="list-style-type: none"> - recognising vocabulary and structures that are appropriate for formal speech and writing, including forms - using passive verbs to affect the presentation of information in a sentence - using the perfect form of verbs to make relationships clear and cause - differences in informal and formal language - synonymy & antonymy - further cohesive devices such as grammatical connections and adverbials - use of ellipses
Punctuation (defined 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 quotations for contracted forms and the possessive (singular) 	<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 (i.e. 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 parentheses 	<ul style="list-style-type: none"> - using punctuation to produce a list - punctuating bullet points consistently 	<ul style="list-style-type: none"> - using punctuation to produce a list - punctuating bullet points consistently
Grammatical Terminology		<p>Letter, capital letter, word, slogan, plural, punctuation, full stop, question mark, exclamation mark, colon, comma, apostrophe, comma</p>	<p>Noun, noun phrase, statement/duration, exclamation, sentence, compound, adjective, verb, article, adverb, tense (past, present), apostrophe, comma</p>	<p>Determiner, pronoun, possessive pronoun, adverbial</p>	<p>Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>	