



St John's CE Primary School Writing Progression



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic & Whole word spelling	<ul style="list-style-type: none">• Spell words by identifying sounds in them and representing the sounds with a letter or letters	<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	<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	<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	
Other word building spelling	<ul style="list-style-type: none">• add s to nouns to make plural	<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 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	<ul style="list-style-type: none">• 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	<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 in words with irregular plurals• 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 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	
	See separate Spelling Progression Maps (Read Write Inc and Spelling Shed)						
Transcription	<ul style="list-style-type: none">• write words, phrases and simple sentences that can be read by others	<ul style="list-style-type: none">• 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">• 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">• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.			
Handwriting	<ul style="list-style-type: none">• write recognizable letters, most of which are correctly formed	<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• write on the lines• clear ascenders and descenders• 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		<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	
Contexts for writing	<ul style="list-style-type: none">• writing simple sentences about key stories	<ul style="list-style-type: none">• writing narratives of known stories• writing simple information sentences	<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">• 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, listened to or seen performed	
Planning writing	<ul style="list-style-type: none">• saying out loud what they are going to write using ‘hold a sentence’	<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">• noting and developing initial ideas, drawing on reading and research where necessary	
Drafting writing		<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">• 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• 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	
Editing writing		<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• 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	<ul style="list-style-type: none">• assessing the effectiveness of their own and others’ writing and suggesting improvements• 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">• assessing the effectiveness of their own and others’ writing• 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• proofread for spelling and punctuation errors	



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Performing		<ul style="list-style-type: none">• tell an adult what they have written	<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">• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	
Vocabulary		<ul style="list-style-type: none">• leaving spaces between words	<ul style="list-style-type: none">• leaving spaces 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">• 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)		<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	
Punctuation		<ul style="list-style-type: none">• begin to use capital letters for names and the personal pronoun 'I'• recognise sentences begin with capital letters and end with a full stop	<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 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• 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	
Grammar	Word Structure	<ul style="list-style-type: none">• regular plural noun suffixes -s	<ul style="list-style-type: none">• regular plural nouns suffixes -s or -es (e.g dog – dogs; wish-wishes)• suffixes that can be added to verbs (e.g helping, helped, helper)• how the prefix un- changes the meaning of verbs and adjectives (negation, e.g unkind or undoing, e.g untie the boat)	<ul style="list-style-type: none">• formation of nouns using suffixes such as – ness, -er• formation of adjectives using suffixes such as -ful, -less• use of the suffixes -er and -est to form comparisons of adjectives and adverbs	<ul style="list-style-type: none">• Formation of nouns using a range of prefixes, such as super-, anti-, auto-• Use of the determiners a or an according to whether the next word begins with a consonant or a vowel (e.g a rock, an open box)• Word families based on common words <ul style="list-style-type: none">• The grammatical difference between plural and possessive -s• Standard English forms for verb inflections instead of local spoken forms (e.g we were instead of we was, or I did instead of I done)		<ul style="list-style-type: none">• Converting nouns or adjectives into verbs using suffixes (e.g -ate; -ise; -ify)• Verb prefixes (e.g dis-, de-, mis-, over-, and re-) <ul style="list-style-type: none">• The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g said versus reported, alleged, or claimed in formal speech or writing)	
	Sentence Structure	<ul style="list-style-type: none">• how words can combine to make simple sentences	<ul style="list-style-type: none">• how words can combine to make sentences• how and can join words and join sentences	<ul style="list-style-type: none">• Subordination (using when, if, that, or because) and co-ordination (using or, and or but)• Expanded noun phrases for description and specification (e.g the blue butterfly, plain flour, the man in the moon)• Sentences with different form: statement, question, exclamation, command	<ul style="list-style-type: none">• Expressing time and cause using conjunctions (e.g when, before, after, while, because), adverbs (e.g then, next, soon, so), or prepositions (e.g before, after, during, in, because of)• Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition• Fronted adverbials		<ul style="list-style-type: none">• Relative clauses beginning with who, which, where, why, or whose• Indicating degrees of possibility using modal verbs (e.g might, should, will, must) or adverbs (e.g perhaps, surely)• Use of the passive voice to affect the presentation of information in a sentence (e.g I broke the window in the greenhouse versus The window in the greenhouse was broken)• Expanded noun phrases to convey complicated information concisely (e.g <u>the boy that jumped over the fence</u> is over there, or <u>the fact that it was raining</u> meant the end of sports day)• The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech)	
	Text Structure	<ul style="list-style-type: none">• Sequence words to form simple sentences	<ul style="list-style-type: none">• Sequencing sentences to form short narratives	<ul style="list-style-type: none">• The consistent use of present tense versus past tense throughout texts• Use of continuous form of verbs in the present tense to mark actions in progress (e.g she is drumming, he was shouting)	<ul style="list-style-type: none">• Introduction to paragraphs as a way to group related material• Headings and subheadings to aid presentation• Use of the perfect form of verbs to mark relationships of time and cause (e.g I have written it down so we can check what he said.)• Use of paragraphs to organize ideas around a theme• Appropriate choice of pronoun or noun across sentences		<ul style="list-style-type: none">• Devices to build cohesion within a paragraph (e.g then, after, that, this, firstly)• Linking ideas across paragraphs using adverbials of time (e.g later), place (e.g nearby) and number (e.g secondly)• Linking ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g repetition of word or phrase), grammatical connections (e.g the use of adverbials such as on the other hand, in contrast, or as a consequence), and elision.• Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text	
	Punctuation	<ul style="list-style-type: none">• Separation of words with finger spaces• Recognise sentence begin with capital letter• Capital letters for own name and the personal pronoun 'I'	<ul style="list-style-type: none">• Separation of words with spaces• Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences• Capital letters for names and for the personal pronoun 'I'	<ul style="list-style-type: none">• Capital letters, full stops, question marks and exclamation marks to demarcate sentences• Commas to separate items in a list• Apostrophes to mark contracted forms in spelling	<ul style="list-style-type: none">• Introduction to speech marks to punctuate direct speech• Use of speech marks to punctuate direct speech• Apostrophes to mark singular and plural possession ~(e.g the girl's name, the boys' boots)• Use of commas after fronted adverbials (e.g Later that day, I heard the bad news.)		<ul style="list-style-type: none">• Brackets, dashes or commas to indicate parenthesis• Use of commas to clarify meaning or avoid ambiguity• Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.• Punctuation of bullet points to list information• How hyphens can be used to avoid ambiguity	
Terminology		Letter, capital letter, word, full stop, finger space	letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark, subject, verb, independent clause, noun, proper noun, pronoun	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma, subject, verb, independent clause, noun, proper noun, pronoun	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, proper noun, adverbial, subject, verb, independent clause		modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points	



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