



Writing Progression of Skills

Oracy and Vocabulary				
EYFS	Year 1	Year 2	Year 3	Year 4
<p>Sentence stems I like... I don't like... One day... Next... In the end... I think...because</p>	<p>Sentence stems I like/don't like... because... I think... happened because... I feel that... Next time I ...First, next... I agree/disagree because...</p>	<p>Sentence stems I think...because... They are similar/different because... I know this because... I found... Next time I could... It was interesting because... I like the part where... I predict that...</p>	<p>Sentence stems An argument for/against is... I understand, however... It appears to be... I enjoyed it because... Maybe next time you could try... My opinion is... Building on... I remember that...</p>	<p>Sentence stems An argument for/against is... I understand, however... It appears to be... I understand that depending on... I understand your point of view however... You could improve this work by... It was successful because... Due to the fact that... Most reasonable people would agree that... Due to... Subsequently...</p>
<p>Vocabulary Letter, word, sentence</p>	<p>Vocabulary letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p>	<p>Vocabulary To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p>	<p>Vocabulary conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p>	<p>Vocabulary determiner, pronoun, possessive pronoun and adverbial</p>

Text Types and Genres				
EYFS	Year 1	Year 2	Year 3	Year 4
<p>Fiction Traditional and fairy tales Stories with predictable and patterned language</p>	<p>Fiction Traditional and fairy tales Pirate stories Stories from other cultures Stories with familiar settings</p>	<p>Fiction Different stories by the same author Character/setting descriptions Stories with familiar settings</p>	<p>Fiction Stories with familiar settings Myths and legends Adventure and mystery Play scripts</p>	<p>Fiction Stories set in imaginary worlds Stories from other cultures Setting descriptions</p>

Non - Fiction Labels, lists and captions Information texts	Non - Fiction Instructions Labels, lists and captions Newspapers Diaries	Non - Fiction Instructions Information texts on real events Non chronological reports	Non - Fiction Instructional texts Non chronological reports Information texts Letters	Non - Fiction Non chronological reports Newspapers Explanation texts Adverts Persuasive writing
	Poetry Shape and lists poems Nursery rhymes and counting poems Raps and rhyming stories	Poetry Rhyming couplets Poems with a given structure Poetry to perform/appreciate	Poetry Poems to perform Calligrams and shape poems	Poetry Figurative poetry Classical poetry Poems to perform

Phonics and spelling Rules				
EYFS	Year 1	Year 2	Year 3	Year 4
To use their phonic knowledge to write words in ways which match their spoken sounds.	<p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>To apply Y1 spelling rules and guidance*,</p>	<p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically plausible attempts at others.</p> <p>To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).</p> <p>To apply further Y2 spelling rules and guidance*</p>	<p>To spell words with the / eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</p> <p>To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</p> <p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</p> <p>To spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p> <p>To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).</p> <p>To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</p> <p>To spell words ending with the</p>	<p>To spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</p> <p>To spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).</p> <p>To spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).</p> <p>To spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).</p> <p>To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc'</p>

			/cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).	(e.g. science, scene, discipline, fascinate, crescent).
To write some irregular common words. (See Read Write Inc Scheme)	To spell all Y1 common exception words correctly.* To spell days of the week correctly.	To spell most Y1 and Y2 common exception words correctly.	To spell many of the Y3 and Y4 statutory spelling words correctly.	To spell all of the Y3 and Y4 statutory spelling words correctly
	<p>To use -s and -es to form regular plurals correctly.</p> <p>To use the prefix 'un-' accurately.</p> <p>To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).</p>	To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.	<p>To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).</p> <p>To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).</p> <p>To spell words with added suffixes beginning with a vowel (-er/-ed/- en/- ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).</p>	<p>To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).</p> <p>To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p> <p>To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p>
	<p>To spell simple compound words (e.g. dustbin, football).</p> <p>To read words that they have spelt.</p> <p>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes</p>	<p>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>To learn the possessive singular apostrophe (e.g. the girl's book).</p> <p>To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multisyllabic words.</p> <p>To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</p>	<p>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/male.</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary</p>	<p>To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</p> <p>To use their spelling knowledge to use a dictionary more efficiently.</p>

Writing Transcription - Handwriting and Presentation				
EYFS	Year 1	Year 2	Year 3	Year 4
<p>To show good control and coordination in large and small movements.</p> <p>To move confidently in a range of ways, safely negotiating space.</p> <p>To handle equipment and tools effectively, including pencils for writing.</p> <p>Use WRI letter formation when ready</p> <p>To write simple sentences which can be read by themselves and others.</p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>To use finger spaces.</p> <p>Cursive writing to be used as a model in Y1 promoting children to join as and when they are ready.</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>To begin to use the diagonal and horizontal strokes needed to join letters.</p> <p>To use joined writing by the end of Y2</p> <p>To write full date and underline on each piece of work (short date maths)</p>	<p>To use a neat, joined handwriting style with increasing accuracy and speed</p> <p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p> <p>To always start at the margin and leave a line between paragraphs</p>	<p>To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p> <p>To aim to use pen by end of year 4 ready for transition to middle school</p>

Writing composition: Planning, Editing, Purpose and Audience				
EYFS	Year 1	Year 2	Year 3	Year 4
<p>To develop their own narratives and explanations by connecting ideas or events.</p> <p>To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives. Use a story map.</p> <p>Use 5 part story plan opening, build up, problem, resolution, ending</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check</p>	<p>To write about personal experiences and those of others (real and fictional).</p> <p>To write about real events.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary. Use story maps and mountains and 'boxing up' text.</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>Use story mountains, maps and 'boxing up' of texts</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme. To compose and rehearse sentences orally (including dialogue).</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>Use story mountains, maps and 'boxing up' of texts</p> <p>To proofread consistently and amend their own and others'</p>

	<p>that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe.</p>	<p>writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>		<p>writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>
<p>To express themselves effectively, showing awareness of listeners' needs.</p>	<p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p>	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives.</p>	<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well- structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>

Grammar and Punctuation				
EYFS	Year 1	Year 2	Year 3	Year 4
<p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future</p>	<p>To use simple sentence structures.</p>	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English</p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>
<p>To begin to use more complex sentences to link thoughts when</p>	<p>To use the joining word (conjunction) 'and' to link ideas</p>	<p>To using co-ordination (or/and/but).</p>	<p>To use subordinate clauses, extending the range of sentences</p>	<p>To use subordinate clauses, extending the range of sentences</p>

speaking (e.g. using 'and' and 'because').	and sentences. To begin to form simple compound sentences.	To use some subordination (when/if/that/because). To use expanded noun phrases to describe and specify (e.g. the blue butterfly).	with more than one clause by using a wider range of conjunctions, including when, if, because, and although. To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.
	To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. To begin to use question marks and exclamation marks.	To use the full range of punctuation taught at key stage 1 mostly correctly including: - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; apostrophes to mark singular possession and contractions.	To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas.	To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. To consistently use apostrophes for singular and plural possession.
To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.	To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial

*These are detailed in the word lists within the spelling appendix to the national curriculum (English appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

Additional Guidance through Talk for Writing

<https://www.talk4writing.co.uk/wp-content/uploads/2018/12/1-overview-Grammar-progression-new.pdf>