

Writing Progression of Knowledge and Skills

	Nursery		Reception		ELG	
Physical Development	<ul style="list-style-type: none"> Use a comfortable grip with good control when holding pens and pencils Show a preference for a dominant hand 		<ul style="list-style-type: none"> Is developing the foundations of a handwriting style which is fast, accurate and efficient Use pencils for writing competently 		<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases 	
Writing	<ul style="list-style-type: none"> Use some knowledge of print and letter in early writing, e.g. writing a pretend shopping list that starts at the top of the page, writes ‘m’ for mummy Write some or all of name Write some letters accurately 		<ul style="list-style-type: none"> Form lowercase and capital letters correctly Spells words by identifying the sound and then writing the sound with letter(s) Can write short sentences, using phonics, with a capital letter and full stop Re-read writing to check it makes sense 		<ul style="list-style-type: none"> Spell words by hearing the sounds and writing the sounds with a letter or letters Write recognisable letters, most of which are correctly formed Write simple phrases and sentences that can be read by others 	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling	<ul style="list-style-type: none"> Use phonic knowledge to spell words, spelling some correctly and making phonically-plausible attempts at other Spell some keywords Spell the days of the week Name the letters of the alphabet in order Use letter names to distinguish between alternative spellings of the same sound Use the spelling rules to add the suffixes ‘s’ and ‘es’ to verbs and nouns Add the prefix ‘un-’ e.g. <i>untie, unkind</i> Add the suffixes ‘ing’ ‘ed’ ‘est’ and ‘er’ where no change is needed in the spelling of the root word, e.g. <i>jumping, jumped, quicker, quickest</i> Use phonic knowledge and keywords to write simple dictated sentences Spell words with consonant clusters and digraphs, e.g. frog, storm 	<ul style="list-style-type: none"> Use phonic knowledge to spell words, spelling many correctly and making phonically-plausible attempts at other Learn new ways of spelling phonemes where one or more alternative spellings are already known, and learn some words with a few common homophones Spell most keywords Spell more contracted words Spell using the possessive apostrophe (singular), e.g. the girl’s book Distinguish between homophones and near homophones Add suffixes to words correctly, e.g. –ment, –ness, –ful, –less and –ly Write simple dictated sentences that include words using the phonics, keywords and punctuation taught so far 	<ul style="list-style-type: none"> Use the prefixes un-, dis-, mis-, re-, pre- Add suffixes beginning with vowel letters to words of more than one syllable, e.g. <i>forgetting, preferred, limited</i> Use the suffix –ly Spell words with endings sounding like ‘zh’ and ‘ch’, e.g. <i>treasure, picture</i> Spell words with ending which sound like ‘zhun’, e.g. <i>decision</i> Spell homophones brake/break, fair/fare, grate/great, groan/grown, hear/here, heel/heal/he’ll, mail/male, main/mane, meat/meet, peace/piece, plain/plane Spell words that are often misspelt Spell words containing the ‘i’ sound spelt ‘y’ and the ‘u’ sound spelt ‘ou’, e.g. <i>myth, touch</i> Spell words with the ‘sh’ sound spelt ‘ch’ e.g. <i>chef</i> Spell words with the ‘ay’ sound spelt ‘ei’, ‘eigh’ or ‘ey’, e.g. <i>eight, they</i> Use the first two or three letters of a word to check its spelling in a dictionary Write simple dictated sentences that include words and punctuation taught so far 	<ul style="list-style-type: none"> Use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto- Understand and add suffixes –ation, –ous Add endings sounding like ‘shun’ spelt –tion, –sion, –ssion, –cian, e.g. <i>invention, discussion, tension, magician</i> Spell words with the ‘g’ sound spelt ‘gue’ and ‘k’ sound spelt ‘que’, e.g. <i>rogue, unique</i> Spell homophones accept/except, ball/bawl, berry/bury, missed/mist, medal/meddle, knot/not, rain/rein/reign, scene/seen, whose/who’s weather/whether, Spell more complex words that are often misspelt for Years 3 and 4 Spell words with the ‘s’ sound spelt ‘sc’, e.g. <i>scene</i> Place the possessive apostrophe accurately in words with regular plurals, e.g. <i>boys’</i> and in words with irregular plurals, e.g. <i>children’s</i> Use the first three or four letters of a word to check its spelling in a dictionary Write dictated sentences that include words and punctuation taught so far 	<ul style="list-style-type: none"> Spell word endings which sound like ‘shush’ spelt –cious or –tious and which sound like ‘shil’ spelt ‘cial’ or ‘tial’, e.g. <i>cautious, ambitious special, partial</i> Spell words ending in –ant, –ance/–ancy, –ent, –ence/ency, e.g. <i>transparent/transparency, tolerant/tolerance</i> Spell words ending in –able and –ible also –ably and –ibly, e.g. <i>adorable, possible, adorably, possibly</i> Spell words containing the letter-string ‘ough’, e.g. <i>bought, rough, through, bough</i> Spell some words with ‘silent’ letters, e.g. <i>knight, psalm, solemn</i> Spell some of the Year 5 and 6 words correctly Use knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specifically Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus 	<ul style="list-style-type: none"> Add suffixes beginning with vowel letters to word endings in –fer, e.g. <i>referring, preferred, referee, preference</i> Use prefixes involving the use of a hyphen, e.g. <i>co-ordinate, re-enter</i> Distinguish between homophones and other words that are often confused, e.g. nouns end in –ce and verbs end in –se Use dictionaries to check spellings and meanings Spell most of the Year 5 and 6 words correctly Use a dictionary to check the spelling of uncommon or more ambitious vocabulary Use knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specifically Use a thesaurus with confidence

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Handwriting	<ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly Write most lowercase letters in the correct direction and using the correct formation Form capital letters and digits 0-9 Understand which letter families letters belong to 	<ul style="list-style-type: none"> Form lowercase letters of the correct size in most writing Use diagonal and horizontal strokes to join letters, understanding which are best left unjoined Write capital letters and digits correctly Use spacing between words correctly 	<ul style="list-style-type: none"> Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters are best left unjoined Increase the legibility, consistency and quality of handwriting, e.g. by beginning to ensure the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so the ascenders and descenders of letters do not touch 	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that the lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch 	<ul style="list-style-type: none"> Write increasingly legibly, fluently and with increasing speed through deciding whether or not to join specific letters Write increasingly legibly 	<ul style="list-style-type: none"> Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined Write legibly, fluently and with increased speed by choosing the writing implement that is best suited for a task
Composition	<ul style="list-style-type: none"> Rehearse a sentence orally before writing it Compose and write sentences independently Write a sequence of sentences to write a short narrative (fictional or real) Re-read writing to check it makes sense Discuss writing with teacher or peers Read written work clearly so that it can be heard by others 	<ul style="list-style-type: none"> Write sentences that are linked thematically, about personal experiences and those of others (real and fictional) Write about real events, recording these simply and clearly Write poetry and write effectively and coherently for different purposes, drawing on reading to inform vocabulary and grammar choices Plan writing by jotting down ideas and key vocabulary Make simple additions, revisions and corrections by evaluating writing with peers or teacher Reread writing to check it makes sense and that verbs have been used correctly Proofread writing to check for errors or to make improvements in spelling, grammar and punctuation independently or following a conversation with the teacher Read aloud written work, using appropriate 	<ul style="list-style-type: none"> Plan writing by discussing similar writing in order to understand and learn from its structure and vocabulary Plan writing by discussing and recording ideas Compose and rehearse sentences orally, building varied and rich vocabulary and an increasing range of sentence structures Begin to organise writing into paragraphs as a way of grouping related material Create settings, characters and plots when writing narratives Use headings and subheadings to organise texts in non-narrative writing Extend the range of sentences with more than one clause by using a range of conjunctions, including when, if, because, although Evaluate and edit writing by assessing effectiveness Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, 	<ul style="list-style-type: none"> Plan writing by discussing similar writing in order to understand and learn from its structure, vocabulary and grammar Plan writing by discussing and recording ideas Compose and rehearse sentences orally (including dialogue), building varied and rich vocabulary and an increasing range of sentence structures Organise paragraphs around a theme When creating settings, characters and plot in narrative writing, consider the audience and purpose Use simple organisational devices in non-narrative writing Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Evaluate and edit by assessing the effectiveness of own and others' writing and suggest improvements Evaluate and edit writing by proposing changes to 	<ul style="list-style-type: none"> Plan writing by identifying the audience and purpose and using other similar writing as models Plan writing by noting and developing initial ideas, drawing on reading where necessary Plan narrative writing by considering how authors have developed settings and characters Select appropriate grammar and vocabulary Describe settings, characters and atmosphere and integrate dialogue to convey character in narratives Write longer paragraphs Use devices to build cohesion within and across sentences and paragraphs, e.g. then, after that, firstly Link ideas across paragraphs using adverbials of time, place, number or tense, e.g. later, nearby, secondly or he had seen her before Use further organisational and presentational devices to structure text and to guide the reader, e.g. 	<ul style="list-style-type: none"> Plan writing by identifying the audience and purpose and effectively selecting the appropriate form Plan writing by noting and developing initial ideas, drawing on reading and research where necessary Plan narrative writing through reasoned consideration of how authors have developed characters and settings Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on reading Select appropriate grammar and vocabulary, understanding how some choices can change and enhance meaning Describe settings, characters and atmosphere in narratives Integrate dialogue to convey character and advance the action Accurately write longer passages Link ideas across paragraphs using a wider range of cohesive devices

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		intonation to make the meaning clear	<p>conjunctions, adverbs and prepositions</p> <ul style="list-style-type: none"> • Proof-read for spelling errors and punctuation, including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly • Read writing aloud to a group or class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials</p> <ul style="list-style-type: none"> • Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials • Confidently read writing aloud to a group or class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>headings, bullet points, underlining</p> <ul style="list-style-type: none"> • Use different verb forms, mostly accurate with consideration for audience and purpose • Assess the effectiveness of own and others' writing • Edit vocabulary, grammar and punctuation to enhance effects and clarify meaning in writing • Evaluate and edit writing to ensure mostly correct use of tense • Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing • Proof-read for age-appropriate spelling and punctuation errors • Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear 	<p>(repetition of a word or phrase, grammatical connections and ellipsis)</p> <ul style="list-style-type: none"> • Use organisational and presentational devices to structure text and to guide the reader, e.g. headings, sub-headings, columns, bullets or tables • Assess the effectiveness of own and others' writing with reasoning • Edit writing with reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensure consistent and correct use of tense throughout a piece of writing when editing • Edit to ensure correct subject and verb agreement when using singular and plural • Distinguish between the language of speech and writing and use appropriately • Proof-read for age-appropriate spelling and punctuation errors • Confidently perform own compositions, using appropriate intonation, volume and movement so that meaning is clear
Vocabulary, Grammar and Punctuation	<ul style="list-style-type: none"> • Use regular noun suffixes, 's' and 'es' • Use suffixes that can be added to verbs where no change is made to the spelling of the root word • Understand how the prefix 'un' changes the meaning of verbs and adjectives • Understand how words combine to make sentences • Join words and clauses using <i>and</i> 	<ul style="list-style-type: none"> • Form nouns by adding suffixes such as -ness and -er and by compounding, e.g. superman • Form adjectives using suffixes such as -ful, -less • Use suffixes -est, -er in adjectives and use -ly to turn adjectives into adverbs, e.g. <i>smoothly, softly, bigger, biggest</i> • Use co-ordination (or, and, but) and some subordination (when, if, 	<ul style="list-style-type: none"> • Form nouns using a range of prefixes, e.g. super-, anti-, auto- • Use 'a' or 'an' correctly, according if the next word begins with a vowel or a consonant • Identify word families based on common root words, e.g. solve, solver, solution, dissolve, insoluble • Use conjunctions, adverbs and prepositions to 	<ul style="list-style-type: none"> • Understand the grammatical difference between plural and possessive -s • Use standard English forms for verb inflections instead of local spoken forms, e.g. <i>we were</i> instead of <i>we was</i> • Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases, e.g. <i>the teacher</i> 	<ul style="list-style-type: none"> • Convert nouns or adjectives into verbs using suffixes, e.g. -ate; -ise; -ify • Understand verb prefixes, e.g. dis-, de-, mis-, over- and re- • Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicate degrees of possibility using adverbs, e.g. perhaps, surely or 	<ul style="list-style-type: none"> • Understand and use vocabulary for informal and formal speech appropriately, e.g. <i>ask for/request</i> • Understand how words are related by meaning as synonyms and antonyms • Use the passive to affect the presentation of information in a sentence, e.g. <i>I broke the window/The window was broken (by me)</i>

Writing Progression of Knowledge and Skills

	<ul style="list-style-type: none"> Separate words with spaces Use capital letters and full stops in some sentences Begin to punctuate work using question marks and full stops Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Use these terms when discussing their writing: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark 	<p>that, because) to join clauses</p> <ul style="list-style-type: none"> Use expanded noun phrases Understand and use sentences with different forms: statement, question, exclamation, command Use present and past tense mostly correctly and consistently Use the progressive form of verbs in the present or past tense to mark actions in progress, e.g. <i>she is drumming, he was shouting</i> Use capital letters and full stops correctly Use question marks and exclamation marks appropriately Use commas to separate items in a list Use apostrophes in contracted words and to mark singular possession in nouns, e.g. the girl's name Use and understand the following terms when discussing writing: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma 	<p>express time, place and cause</p> <ul style="list-style-type: none"> Begin to use paragraphs as a way to group related material Use headings and subheadings to aid presentation Use the present perfect form of verbs instead of the simple past, e.g. <i>He has gone out to play</i> instead of <i>He went out to play</i> Begin to use inverted commas to punctuate direct speech Use and understand the following terms when discussing writing: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or speech marks) 	<p>expanded to <i>the strict maths teacher with curly hair</i></p> <ul style="list-style-type: none"> Use fronted adverbials, e.g. <i>Later that day, I heard the bad news.</i> Use paragraphs to organise ideas around a theme Make the appropriate choice of noun or pronoun within and across sentences to aid cohesion and avoid repetition Use inverted commas and other punctuation to indicate direct speech, e.g. <i>The conductor shouted, "Sit down!"</i> – a comma after the reporting clause; end punctuation within inverted commas Use apostrophes to mark plural possession, e.g. <i>the girl's name, the girls' names</i> Use commas after fronted adverbials Use and understand the following terms accurately and appropriately when discussing writing: determiner; pronoun, possessive pronoun; and adverbial 	<p>modal verbs, e.g. might, should, will, must</p> <ul style="list-style-type: none"> Use devices to build cohesion within a paragraph, e.g. <i>then, after</i> Link ideas across paragraphs using adverbials of time, place, number or tense choices, e.g. <i>later, nearby, secondly, he had seen her before</i> Use brackets, dashes or commas to indicate parenthesis Use commas to clarify meaning or avoid ambiguity Use and understand the following terms accurately and appropriately when discussing writing: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity Use expanded noun phrases to express information concisely 	<ul style="list-style-type: none"> Understand the difference between structures typical of informal speech or writing and those appropriate for formal Exercise secure and conscious control over use of formal grammar and vocabulary Link ideas within and across paragraphs using a wider range of cohesive devices Use layout devices to structure writing, e.g. headings, subheadings, columns, bullet points and tables Use semi-colons, colons and dashes Use a colon to introduce a list and semi-colons within a list Use bullet points to list information Understand how hyphens can be used to avoid ambiguity, e.g. <i>man eating shark/man-eating shark</i> Understand the following terms: subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points Use the perfect form of verbs to mark relationships of time and cause Use expanded noun phrases to express complicated information concisely Use the full range of punctuation taught in KS2 and where necessary use precisely to enhance meaning and avoid ambiguity
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