Progression in writing skills: composition

Year 1	Year 2	Year 3 & 4	Year 5 & 6

Year 1

- **saying out loud** what they are going to write about
- composing a sentence **orally before writing** it
- **sequencing** sentences to form short **narratives**
- **re-reading** what they have written to check that it makes sense
- **discuss** what they have written with the teacher or other pupils
- **read aloud** their writing clearly enough to be heard by their peers and the teacher

Year 2

- **planning** or **saying out loud** what they are going to write about
- **writing down ideas** and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- writing **narratives** about personal experiences and those of others (real and fictional)
- writing about **real events**
- writing **poetry**
- writing for different **purposes**
- **evaluating** their writing with the teacher and other pupils
- **re-reading** to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- **proof-reading** to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- **read aloud** what they have written with appropriate **intonation** to make the meaning clear

Year 3 & 4

- **discussing** writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- **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
- **organising paragraphs** around a theme
- in **narratives**, creating settings, characters and plot
- in **non-narrative** material, using simple organisational devices [for example, headings and sub-headings]
- **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
- **proof-read** for spelling and punctuation errors
- **read aloud** their own writing, to a group or the whole class, using appropriate **intonation** and controlling the **tone** and **volume** so that the meaning is clear.

Year 5 & 6

- identifying the **audience** for and **purpose** of the writing, selecting the **appropriate form** and using other similar writing as models for their own
- **noting** and **developing** initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed **characters** and **settings** in what pupils have read, listened to or seen performed
- 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 [for example, headings, bullet points, underlining]
- **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
- **proof-read** for spelling and punctuation errors
- **perform** their own compositions, using appropriate **intonation**, **volume**, and **movement** so that meaning is clear

Planning
Writing
Editing and proofreading
Performing

Progression in writing skills: transcription (spelling)

Year 1

- spell:
- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week
- name the letters of the alphabet in order and to distinguish between alternative spellings of the same sound
- 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
- English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

Year 2

- spell by:
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular)
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Year 3 & 4

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Year 5 & 6

- use further prefixes and suffixes and understand the guidance for adding them
- spell some words with 'silent' letters [for example, knight, psalm, solemn]
- 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 English Appendix 1
- use dictionaries to check the spelling and meaning of words
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- use a thesaurus

Progression in writing skills: vocabulary, grammar and puncutation

Year 1	Year 2	Year 3 & 4	Year 5 & 6

Year 1

- leaving spaces between words
- joining words and joining clauses using and
- 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'

- Terminology for pupils: letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Year 2

- learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in English Appendix 2
- some features of written Standard English

- Terminology for pupils:
noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

Year 3 & 4

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech

- Terminology for pupils in year 3: preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas

- Terminology for pupils in year 4: determiner pronoun, possessive pronoun adverbial

Year 5 & 6

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- using passive verbs to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using modal verbs or adverbs to indicate degrees of possibility
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- using commas to clarify meaning or avoid ambiguity in writing
- using hyphens to avoid ambiguity
- using brackets, dashes or commas to indicate parenthesis
- using semi-colons, colons or dashes to mark boundaries between independent clauses ⬚ using a colon to introduce a list
- punctuating bullet points consistently

- Terminology for pupils in year 5: modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

- Terminology for pupils in year 6: subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

Grammar
Punctuation

Progression in writing skills: grammar and puncutation

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word	• Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) • How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]	• Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] • Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 56 in English Appendix 1) • Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs	• Formation of nouns using a range of prefixes [for example super–, anti–, auto–] • Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] • Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	• The grammatical difference between plural and possessive –s • Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	• Converting nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] • Verb prefixes [for example, dis–, de–, mis–, over– and re–]	• The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] • How words are related by meaning as synonyms and antonyms [for example, big, large, little].
Sentence	• How words can combine to make sentences • Joining words and joining clauses using and	• Subordination (using when, if, that, because) and co-ordination (using or, and, but) • Expanded noun phrases for description and specification • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	• Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of	• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Fronted adverbials	• Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]	• Use of the passive to affect the presentation of information in a sentence • The difference between structures typical of informal speech and structures appropriate for formal speech and writing

Progression in writing skills: grammar and puncutation

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text	• Sequencing sentences to form short narratives	• Correct choice and consistent use of present tense and past tense throughout writing • Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	• Introduction to paragraphs as a way to group related material • Headings and sub-headings to aid presentation • Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play)	• Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	• Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	• Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis • Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	• Separation of words with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun I	• Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Commas to separate items in a list • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns	• Introduction to inverted commas to punctuate direct speech	• Use of inverted commas and other punctuation to indicate direct speech • Apostrophes to mark plural possession [for example, the girl's name, the girls' names] • Use of commas after fronted adverbials	• 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 mark the boundary between independent clauses Use of the colon to introduce a list and use of semi-colons within lists • Punctuation of bullet points to list information • How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover)