



Progression of Skills: Writing



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and whole word spelling	<ul style="list-style-type: none"> I can write words containing each of the 40+ phonemes. I can spell Year 1 common exception words. I can spell the days of the week. I can name the letters of the alphabet in order. I can use letter names to distinguish between alternative spellings of the same sound. I can recognise consonant digraphs which have been taught and the sounds which they represent. I can recognise vowel digraphs which have been taught and the sounds which they represent. I can recognise words with adjacent consonants. I spell some words in a phonically plausible way, even if sometimes incorrect. I can apply Y1 spelling rules and 	<ul style="list-style-type: none"> I can segment spoken words into phonemes and represent these by graphemes, spelling many correctly. I can learn 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. I can spell year 2 common exception words. I can distinguish between homophones and near-homophones. E.g. sea/ see, be/ bee, blew/ blue. I can spell word with /i/ sound made with 'l' which appear in the year 2 common exception word list; kind, mind, child. I can spell words with /s/ sound spelt 'c' before 'e', 'l' and 'y'. I can spell words 	<ul style="list-style-type: none"> I can spell words with the /ei/ sound spelt 'ei', 'eigh', or 'ey' E.g. vein, weigh, eight, neighbour, they, obey. I can spell words with the /I/ sound spelt 'y' in a position other than at the end of words E.g. mystery, gym. I can spell words with a /k/ sound spelt with 'ch' E.g. scheme, chorus, chemist, echo, character. I can spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que'. E.g. league, tongue, antique, unique. I can spell words with a / sh/ sound spelt with 'ch' E.g. chef, chalet, machine, brochure. I can spell words with a short /u/ sound spelt with 'ou' E.g. young, touch, double, trouble, country. 	<ul style="list-style-type: none"> I can 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. I can 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. I can 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. I can spell words with a / shuhn/ sound spelt with 'cian'. If the root word ends in 'c' or 'cs', E.g. musician, electrician, magician, 	<ul style="list-style-type: none"> I can spell words with endings that sound like/ shuns/spelt with – cious e.g. vicious, precious, conscious, delicious. I can spell words with endings that sound like / shuhs/ spelt with –tious or –ious E.g. ambitious, cautious, fictitious. I can continue to distinguish between homophones and other words which are often confused. E.g. isle/ aisle, aloud/ allowed, affect/ effect, herd/ heard, passed/ past. I can spell words with suffix 'able', 'ible', 'ably' and 'ibly'. I can spell words containing the letter string 'ough' E.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, though, 	<ul style="list-style-type: none"> I can continue to distinguish between homophones and other words which are often confused. E.g. dissent/ descent, precede/ proceed, war/ weary, advice/ advise, device/ devise, practise/ practice, licence/ license. I can spell words ending in -able and -ably E.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably. I can spell words ending in -ible and -ibly E.g. possible/ possibly, horrible/ horribly, terrible/ terribly, visible/ visibly, incredible/ incredibly, sensible/ sensibly. I can spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' E.g. deceive, conceive, receive, perceive, ceiling and exceptions E.g.



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	<p>guidance*, which includes:</p> <ul style="list-style-type: none"> ○ the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' a'ck' and exceptions; ○ the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think); ○ dividing words into syllables (e.g. rabbit, carrot); ○ the /tʃ/ sound is usually spelt as 'tch' and exceptions; ○ the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live); ○ adding -s and -es to words (plural of nouns and 	<p>with /n/ sound spelt 'kn' and 'gn' at the beginning of words.</p> <ul style="list-style-type: none"> • I can use an apostrophe to spell contractions; can't, didn't, hasn't, it's, couldn't, I'll, they're. • I can add 'ed', 'er' and 'est' to words ending with 'e' with a consonant before it. • I can spell words with /i/ sound spelt 'ey'. • I can spell words with the initial /r/ sound spelt with 'wr'. • I can add '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel. • I can spell words containing suffixes '-ful', '-less' and '-ly'. • I can add endings '-ing', '-ed', '-er', and '-est' to words ending in '-y'. • I can spell the /ɔ:/ sound spelt 'a' before 'l' and 'll' • I can spell words 	<ul style="list-style-type: none"> • I can spell words ending with the /zher/ sound spelt with 'sure' E.g. measure, treasure, pleasure, enclosure. • I can spell words ending with the /cher/ sound spelt with 'ture' E.g. creature, furniture, picture, nature, adventure. • I can spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly E.g. disobey, mistreat, bicycle, reapply, defuse. • I can 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. • I can spell words with added suffixes beginning with a vowel E.g. -er/ -ed/ -ing, to words with more than one syllable (unstressed last syllable) E.g. limiting offering. 	<p>politician, mathematician.</p> <ul style="list-style-type: none"> • I can spell words with the /s/ sound spelt with 'sc' E.g. science, scene, discipline, fascinate, crescent. • I can spell words ending with the /zher/ sound spelt with 'sure' E.g. measure, treasure, pleasure, enclosure. • I can spell words ending with the /cher/ sound spelt with 'ture' E.g. creature, furniture, picture, nature, adventure. • I can spell words with the prefix; 'in', 'il', 'im' and 'ir', 'dis', 'anti' and 'inter'. • I can spell words with /g/ sound spelt 'gu'. • I can spell words with suffix 'ous'. • I can use the first two or three letters of a word to check its spelling in a dictionary. 	<p>thorough, borough, plough, bough.</p>	<p>protein, caffeine, seize.</p> <ul style="list-style-type: none"> • I can spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' E.g. official, special, artificial. • I can spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' E.g. partial, confidential, essential. • I can use my knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy E.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance. • I can use my knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency E.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent.
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	<p>the third person singular of verbs);</p> <ul style="list-style-type: none">○ adding the endings○ -ing, -ed and -er to verbs where no change is needed to the root word. E.g. buzzer, jumping;○ adding -er and -est to adjectives where no change is needed to the root word. E.g. fresher, grandest;○ spelling words with the vowel digraphs and trigraphs;○ 'ai' and 'oi'. E.g. rain, wait, train, point, soil;○ 'oy' and 'ay'. E.g. day, toy, enjoy, annoy;	<p>with suffixes '-ment' and '-ness'.</p> <ul style="list-style-type: none">• I can spell words ending in the suffix 'el', 'le'.• I can spell words the /ɒ/ sound spelt 'a' after 'w' and 'qu' E.g. want, quantity, squash.• I can spell words with the /ɜ:/ sound spelt 'or' after 'w' E.g. word, work, worm.• I can spell words with the /ɔ:/ sound spelt 'ar' after 'w' E.g. warm, towards.• I can spell words with the /z/ sound spelt 's' E.g. television, usual.	<ul style="list-style-type: none">• I can 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.• I can spell some more complex homophones and near homophones, including here/hear, brake/break and mail/ male.• I can use the first two or three letters of a word to check its spelling in a dictionary.		<ul style="list-style-type: none">• I can spell words by adding suffixes beginning with vowel letters to words ending in -fer E.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference.
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	<ul style="list-style-type: none">○ a–e, e–e, i–e, o–e and u–e. E.g. made, theme, ride, woke, tune;○ ‘ar’ E.g. car, park;○ ‘ee’ E.g. green, week; ‘ea’ E.g. sea, dream;○ ‘ea’ E.g. meant, bread;○ ‘er’ stressed sound E.g. her, person; ‘er’ unstressed schwa sound. E.g. better, under; ‘ir’ E.g. girl, first, third; ‘ur’ E.g. turn, church;○ ‘oo’ E.g. food, soon;○ ‘oo’ E.g. book, good;○ ‘oa’ E.g. road, coach; ‘oe’ E.g. toe, goes;○ ‘ou’ E.g. loud, sound;				
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	<p>'ow' E.g. brown, down;</p> <ul style="list-style-type: none">○ 'ow' E.g. own, show;○ 'ue' E.g. true, rescue, Tuesday;'ew' E.g. new, threw;○ 'ie' E.g. lie, dried; 'ie' E.g. chief, field; 'igh' E.g. bright, right;○ 'or' E.g. short, morning; 'ore' E.g. before, shore; 'aw' E.g. yawn, crawl; 'au' E.g. author, haun);○ 'air' E.g. hair, chair; 'ear'. E.g. beard, near, year; 'ear'. E.g. bear, pear, wear; 'are' E.g. bare, dare, scare);○ spelling words ending with				
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	<p>–y.E.g. funny, party, family;</p> <ul style="list-style-type: none">○ spelling new consonants 'ph'and 'wh'. E.g. dolphin, alphabet, wheel, while;○ using 'k' for the /k/ sound E.g. sketch, kit, skin.○ I can use the spelling rule for adding – s or –es as the plural marker for nouns and the third person singular marker for verbs. <ul style="list-style-type: none">• I can use the prefix un.• I can use –ing, –ed, – er and –est where no change is needed in the spelling of root words.					
Handwriting/ Transcription	<ul style="list-style-type: none">• I can form lower- case letters in the	<ul style="list-style-type: none">• I can form lower- case letters of the	<ul style="list-style-type: none">• I can increase the legibility, consistency	<ul style="list-style-type: none">• I can increase the legibility, consistency	<ul style="list-style-type: none">• I can increase the speed of my	<ul style="list-style-type: none">• I can write legibly, fluently and with



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	<p>correct direction, starting and finishing in the right place.</p> <ul style="list-style-type: none"> I can form capital letters. I can form digits 0-9. I understand which letters belong to which handwriting 'families' and can practise these. I can write from memory, simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<p>correct size relative to one another.</p> <ul style="list-style-type: none"> I am starting using some of the diagonal and horizontal strokes needed to join letters. I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. I can use spacing between words that reflects the size of the letters. I can write from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<p>and quality of my handwriting E.g. by ensuring that the downward strokes of letters are parallel.</p> <ul style="list-style-type: none"> I know that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 	<p>and quality of my handwriting E.g. by ensuring that the downward strokes of letters are parallel and equidistant.</p> <ul style="list-style-type: none"> I know that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch and make sure that mine do not. I can confidently use diagonal and horizontal joining strokes throughout my independent writing to increase fluency. 	<p>handwriting so that problems with forming letters do not get in the way of writing down what I want to say.</p> <ul style="list-style-type: none"> I can understand about what standard of handwriting is appropriate for a particular task E.g. quick notes or a final handwritten version. I can confidently use diagonal and horizontal joining strokes throughout my independent writing in a legible, fluent and speedy way. 	<p>increasing speed by:</p> <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. I can choose the writing implement that is best suited for a task.
<p>Contexts for writing</p>	<ul style="list-style-type: none"> I can sequence sentences to form short narratives. 	<ul style="list-style-type: none"> I can write narratives about personal experiences and those of others, real and fictional. I can write about real events. I can write poetry. I can write for different purposes. 	<ul style="list-style-type: none"> I can demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which I am planning to write in order to understand and learn from its 	<ul style="list-style-type: none"> I can write a range of narratives and non-fiction pieces using a consistent and appropriate structure, including genre specific layout devices. I can write a range of narratives that are 	<ul style="list-style-type: none"> I can consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a 	<ul style="list-style-type: none"> I can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what I have read as models for my own writing, including literary language,



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			<p>structure, vocabulary and grammar.</p> <ul style="list-style-type: none"> I can begin to use the structure of a wider range of text types, including the use of simple layout devices in non-fiction. I can make deliberate ambitious word choices to add detail. I can begin to create settings, characters and plot in narratives. 	<p>well structured and well-paced.</p> <ul style="list-style-type: none"> I can create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. I am beginning to read aloud my 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>range of audiences and purposes.</p> <ul style="list-style-type: none"> I can describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace. I can regularly use dialogue to convey a character and to advance the action. I can perform my own compositions confidently using appropriate intonation, volume and movement so that meaning is clear. 	<p>characterisation, structure, etc.</p> <ul style="list-style-type: none"> I can distinguish between the language of speech and writing and choose the appropriate level of formality. I can select vocabulary and grammatical structures that reflect what the writing requires, e.g. using contracted forms in dialogues in narrative, using passive verbs to affect how information is presented, using modal verbs to suggest degrees of possibility.
Planning writing	<ul style="list-style-type: none"> I can say out loud what I am going to write about. I can compose a sentence orally before writing it. I can sequence sentences to form short narratives. 	<ul style="list-style-type: none"> I can plan or say out loud what I am going to write about. I can write about real events. I can write simple poetry. I can plan what I am going to write about, including writing down ideas and/or key words and new 	<ul style="list-style-type: none"> I can begin to use ideas from my own reading and modelled examples to plan my own writing. 	<ul style="list-style-type: none"> I can compose and rehearse sentences orally, including dialogue, progressively building a varied and rich vocabulary and an increasing range of sentence structures. 	<ul style="list-style-type: none"> I can plan my writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own. I can consider, when planning narratives, how authors have developed 	<ul style="list-style-type: none"> I can note down and develop initial ideas, drawing on reading and research where necessary. I can use further organisational and presentational devices to structure text and to guide the reader, e.g. headings, bullet points, underlining.



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		vocabulary.			characters and settings in what I have read, listened to or seen performed.	
Drafting writing	<ul style="list-style-type: none"> I can sequence sentences to form short narratives. 	<ul style="list-style-type: none"> I can encapsulate what I want to say, sentence by sentence. 	<ul style="list-style-type: none"> I am beginning to organise my writing into paragraphs around a theme. I can compose and rehearse sentences orally, including dialogue. 	<ul style="list-style-type: none"> I can consistently organise my writing into paragraphs around a theme to add cohesion and to aid the reader. 	<ul style="list-style-type: none"> I can draft and write narratives by, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. I can draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. I can consistently link ideas across paragraphs. 	<ul style="list-style-type: none"> I can use a wide range of devices to build cohesion within and across paragraphs. I can draft and write by précising longer passages. I can draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word phrase, grammatical connections and ellipsis. I can draft and write by using further organisational and presentational devices to structure text and to guide the reader E.g. sub-headings, columns, bullets or tables.
Editing writing	<ul style="list-style-type: none"> I can reread my writing to check that it makes sense and to independently begin to make changes. 	<ul style="list-style-type: none"> I can make simple additions, revisions and corrections to my own writing by evaluating my writing with the teacher and other 	<ul style="list-style-type: none"> I can proofread my own and others' work to check for errors, with increasing accuracy, and to make improvements. 	<ul style="list-style-type: none"> I can proofread consistently and amend my own and others' writing, correcting errors in grammar, punctuation and 	<ul style="list-style-type: none"> I can proofread my work to assess the effectiveness of my own and others' writing and to make necessary 	<ul style="list-style-type: none"> I can habitually proofread for spelling and punctuation errors. I can propose changes to vocabulary.,



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	<ul style="list-style-type: none"> I can read my writing aloud clearly enough to be heard by my peers and the teacher. 	<p>pupils.</p> <ul style="list-style-type: none"> I can reread to check that my writing makes sense and that the correct tense is used throughout. I can proofread to check for errors in spelling, grammar and punctuation E.g. to check that the ends of sentences are punctuated correctly. 		<p>spelling and adding nouns or pronouns for cohesion.</p>	<p>corrections and improvements.</p>	<p>grammar and punctuation to enhance effects and clarify meaning.</p> <ul style="list-style-type: none"> I can proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.
<p>Grammar</p>	<ul style="list-style-type: none"> I can use regular plural noun suffixes (-s, -es). I can use verb suffixes where root word is unchanged (-ing, -ed, -er). I can use un- prefix to change meaning of adjectives and adverbs. I can combine words to make sentences, including using and. I can sequence sentences to form short narratives. I can separate words with spaces. I can use sentence demarcation (. ! ?). 	<ul style="list-style-type: none"> I can use sentences with different forms: statement, question, exclamation, command. I can use the present and past tenses correctly and consistently including the progressive form. I can use subordination (using when, if, that, or because) and coordination (using or, and, or but). I can use some features of written Standard English. 	<ul style="list-style-type: none"> I can use the present perfect form of verbs in contrast to the past tense. I can form nouns using prefixes (super-, anti-). I can use the correct form of 'a' or 'an'. I can recognise and use word families based on common words (solve, solution, dissolve). I can use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, 	<ul style="list-style-type: none"> I can use fronted adverbials. I know the difference between plural and possessive -s. I can use Standard English verb inflections (I did vs I done). I can use extended noun phrases, including with prepositions. I can make appropriate choices of pronoun or noun to create cohesion. I can use subordinate clauses, extending the range of sentences with more than one clause by 	<ul style="list-style-type: none"> I can use the perfect form of verbs to mark relationships of time and cause. I can use relative clauses beginning with who, which, where, when, whose, that or with an implied, omitted, relative pronoun. I can convert nouns or adjectives into verbs. I can use verb prefixes. I can use devices to build cohesion, including adverbials of time, place and number. 	<ul style="list-style-type: none"> I can recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. I can use passive verbs to affect the presentation of information in a sentence. I can use the perfect form of verbs to mark relationships of time and cause. I can recognise and use differences in informal and formal language. I can use synonyms and antonyms.



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	<ul style="list-style-type: none"> I can use capital letters for names and pronoun 'I'. 		<p>because, and although.</p> <ul style="list-style-type: none"> I can use a range of conjunctions, adverbs and prepositions to show time, place and cause. 	<p>using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p>		<ul style="list-style-type: none"> I can use further cohesive devices such as grammatical connections and adverbials. I can use an ellipsis.
Punctuation	<ul style="list-style-type: none"> I am beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. I can use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. 	<ul style="list-style-type: none"> I know 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 singular possessive. 	<ul style="list-style-type: none"> I can use and punctuate direct speech with Inverted commas. 	<ul style="list-style-type: none"> I can use commas after fronted adverbials. I can indicate possession by using the possessive apostrophe with singular and plural nouns. I can use and punctuate direct speech, including punctuation within and surrounding inverted commas. 	<ul style="list-style-type: none"> I can use commas to clarify meaning or avoid ambiguity in writing. I can use brackets, dashes or commas to indicate parenthesis. 	<ul style="list-style-type: none"> I can use hyphens to avoid ambiguity. I can use semicolons, colons or dashes to mark boundaries between independent clauses. I can use a colon to introduce a list punctuating bullet points consistently.
Key vocabulary	Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.	Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe, comma.	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, adverbial.	Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.	Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.