

Writing progression – Spelling and Handwriting

Year group	Spelling	Handwriting
EYFS	Little Wandle Phonics scheme	Children handle equipment and tools effectively, including pencils for writing. Children write in print.
1		Sit correctly at the table, holding pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Understand which letters belong to which handwriting 'families' and practise these.
2	<p>Develop a range of personal strategies for learning new and irregular words at the point of composition and for checking and proofreading spellings after writing. Writing from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>Learning to spell common exception words /dʒ/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y' /s/ sound spelt 'c' before 'e', 'i' and 'y' /n/ sound spelt 'kn' and 'gn' at the beginning of words Contractions (<i>can't, didn't, hasn't, it's, couldn't, I'll, they're</i>) Adding endings '-ing', '-ed', '-er', '-est' to words ending in 'e' with a consonant before it. The /ɔ:/ sound spelt 'a' before 'l' and 'll' Suffixes '-ment' and '-ness' The /ɜ:/ sound spelt 'or' after 'w' sound spelt '-le' at the end of words and following a consonant The /l/ or /əl/ sound spelt '-al' at the end of words sounds spelt 'il' at the end of words Learning to distinguish between homophones and near homophones. Adding suffixes to spell longer words, for example, '-ment', '-ful', '-less', '-ly'</p>	<p>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 un-joined. Write capitals 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. Write digits of the correct size and orientation.</p>
3	<p>Proofread for spelling errors. Develop a range of personal strategies for learning new and irregular words. Spell words that are often misspelt. 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. Place the possessive apostrophe correctly for words with regular and irregular plurals.</p> <p>Words from the statutory words list. Use further prefixes and suffixes and understand how to add them. Suffixes from Year 2 ('-s', '-es', '-er', '-ed', '-ing') Plus prefixes and suffixes: 'dis-' 'un-' 'mis' and 're' 'anti-' and 'inter-' 'sub-' and 'tele-' '-ness and '-full' '-ly and '-less' 'super- and 'auto-' Spell further homophones. (<i>brake/break, grate/great, eight/ate, weight/wait, son/sun</i>) Rarer GPCs: words with the /eɪ/ sound spelt 'ei' (<i>vein</i>), 'eigh' (<i>eight</i>), 'aigh' (<i>straight</i>) or 'ey' (<i>they</i>) The /ʌ/ sound spelt 'ou' Homophones (including <i>heel/heal/he'll, plain/plane, groan/grown</i> and <i>rain/rein/ reign</i>)</p>	<p>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that down strokes 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>
4	<p>Words from the statutory words list Prefixes 'in-', 'il-', 'im-' and 'ir-' Spell 'ei', 'eigh' or 'ey' Words with the sound spelt 'ch' and the sound spelt 'ou' Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed') Suffix '-ous' Prefixes 'anti-' and 'inter-' Endings that sound like spelt '-cian', '-sion',</p>	<p>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined. Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that down strokes 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>Suffixes '-tion' and '-ssion'</p> <p>Words with the /s/ sound spelt 'sc'</p> <p>The /g/ sound spelt 'gu'</p> <p>Words with endings sounding like /tʃə/ spelt '-ture'</p> <p>Homophones (<i>scene/seen, mail/male, bawl/ball</i>)</p> <p>Prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'</p> <p>Suffix '-ly' added to words ending in 'y', 'le' and 'ic'</p>	
5	<p>Develop a range of strategies for checking and proof-reading spellings after writing. Use further prefixes and suffixes and understand guidance for using them. Spell some words with 'silent' letters (for example, knight, psalm, solemn) Continue to distinguish between homophones and other words that are often confused. Use knowledge of etymology and morphology in spelling and know that some words just need to be learnt directly. Use a dictionary and thesaurus.</p>	<p>Words from statutory word list</p> <p>Words with the letter string 'ough'</p> <p>Strategies for learning words: words with 'silent' letters from statutory and personal spelling lists.</p> <p>Words ending in '-able' and '-ible'</p> <p>Strategies for learning words: homophones (<i>isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed</i>)</p> <p>Plurals from previous years.</p> <p>Use the hyphen.</p> <p>Rare GPCs (<i>bruise, guarantee, immediately, vehicle, yacht</i>)</p> <p>Words ending in '-ably' and '-ibly'</p> <p>Homophones.</p> <p>'ei' and 'ie' words</p>	<p>Write legibly, fluently, with increasing speed by:</p> <ul style="list-style-type: none"> • Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters. • Choosing the writing implement that is best suited for the task.
6	<p>Use a dictionary and thesaurus.</p>	<p>Words from statutory word list</p> <p>Strategies for learning words: words ending '-able' and '-ible'</p> <p>Adding suffixes beginning with vowels to words ending in '-fer'</p> <p>Homophones ('ce'/'se')</p> <p>Endings that sound like /jəs/ spelt '-cious' or '-tious'</p> <p>Proofreading in smaller chunks (sentences, paragraphs)</p> <p>SATs practice</p> <p>Words with 'ough' letter string</p> <p>Words ending '-cial' and '-tial'</p> <p>Homophones covered in KS2</p> <p>Words ending in 'ant', '-ance and '-ancy'</p> <p>Words ending '-ent', '-ence' and '-ency'</p>	<p>Write legibly, fluently, with increasing speed by:</p> <ul style="list-style-type: none"> • Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters. • Choosing the writing implement that is best suited for the task.

Writing Progression – Grammar and Punctuation

Year group	Grammar		Punctuation
	Word Level	Sentence Structure	Punctuation
EYFS	Write simple sentences which can be read by themselves and others.		
1	Regular plural noun suffixes '-s' or '-es' Suffixes that can be added to verbs where no change is needed in the spelling of root words. How the prefix '-un' changes the meaning of verbs and adjectives.	Sentence Structure How words can combine to make sentences. Joining words and joining sentences using and.	Separation of words with spaces. Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and the personal pronoun I
2	Formation of nouns using suffixes such as '-ness', '-er' and by creating compound words. Formation of adjectives using suffixes such as '-ful' and '-less' Use of the suffixes '-er', '-est' in adjectives The use of the suffix '-ly' to turn adjectives into adverbs.	Subordination (using when, if, that, because) and coordination (using or, and, or, but). Expanded noun phrases for description and specification (e.g. the blue butterfly). How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	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.
3	Formation of nouns using a range of prefixes. Use of the forms a or an according to whether the next word begins with a consonant or a vowel. Word families based on common words, showing how words are related in form and meaning. E.g.	Expressing the time, place and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because)	Introduction to inverted commas to punctuate direct speech.
4	The grammatical difference between plural and possessive –s. Standard English forms for verb inflections instead of local spoken forms e.g. we were/we was.	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 with a comma (e.g. Later that day, I heard bad news).	Use of inverted commas and other punctuation to indicate direct speech. Apostrophes to mark plural possession. Use of commas after fronted adverbials
5	Converting nouns or adjectives into verbs using suffixes e.g. '-ate', '-ise', '-ify' Verb prefixes e.g. dis-, de-, mis-, over-, re.	Relative clauses beginning with who, which, where, why, whose, that *** an omitted pronoun. Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).	Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity
6	The difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. find out/discover, ask for/request. How words are related by meaning as synonyms and antonyms e.g. big, large, little	Use the passive voice 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 (such as the use of question tags, e.g. He's your friend, isn't he? Or the use of subjunctive forms such as 'I were' or 'Were they to come' in some very formal writing and speech)	Use of semi-colon, colon and dash to mark the boundary between independent clauses. Use of the colon to introduce a list and use of the semicolon within lists. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity

Writing Progression – Vocabulary and Composition

Year group	Vocabulary and Composition		
EYFS	Write simple sentences which can be read by themselves and others		
	Planning writing	Drafting and Writing	Evaluate and Edit
1	Say out loud what they are going to write about.	Compose a sentence orally before writing. Sequence sentences to form short narratives	<ul style="list-style-type: none"> • Read my work aloud, with other pupils and the teacher, to check it makes sense. • Read my work aloud clearly.
2	Plan or say out loud what they are going to write about. Write idea and/or key words including new vocab	Encapsulate what they want to say, sentence by sentence	<p>Make additions, revision and corrections to their own writing by:</p> <ul style="list-style-type: none"> • Evaluating their own writing with the teacher or other pupils. • Rereading to check it makes sense and that verbs to indicate time are used correctly and consistently, including <p>Re-read 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.</p>
3	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas.	Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures. Organise paragraphs around a theme. In narratives, create settings, characters and plot. In non-narrative material, use simple organisational devices such as headings and subheadings	<p>Evaluate and edit:</p> <ul style="list-style-type: none"> • Assess the effectiveness of their own and others' writing and suggest improvements. • Propose changes to grammar and vocabulary to improve consistency, including the Proof read to check for errors in spelling, grammar and punctuation. Accurate use of pronouns in sentences. <p>Read aloud their writing with appropriate intonation to make the meaning clear. Proof read for spelling and punctuation errors. Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>
4	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas.		
5	Identify audience and purpose, selecting appropriate form and use other similar writing as a model. Note and develop initial ideas, drawing on reading and research where necessary. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to and seen performed.	Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning. Use a wide range of devices to build cohesion within and across paragraphs. Précis longer paragraphs. In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining)	<ul style="list-style-type: none"> • Assess the effectiveness of their own and others' writing and suggest improvements. • Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning. • Ensure the consistent and correct use of tense throughout a piece of writing. • Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register <p>Proof read for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear</p>
6	Identify audience and purpose, selecting appropriate form and use other similar writing as a model. Note and develop initial ideas, drawing on reading and research where necessary. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to and seen performed.		