Progression in Writing

North East Learning Trust

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Composition		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Awareness of audience, purpose and structure	• To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. • To start to engage readers by using adjectives to describe.	• To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. • To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.	• 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. • To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). • To make deliberate ambitious word choices to add detail. • To begin to create settings, characters and plot in narratives.	• To write a range of narratives and non-fiction pieces for different audiences and purposes using a consistent and appropriate structure (including genre-specific layout devices). • To write a range of narratives that are well- structured and well-paced. • To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.	• To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. • To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace. • To regularly use dialogue to convey a character and to advance the action. • Use flashbacks and non-linear text structures.	• To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). • To distinguish between the language of speech and writing and to choose the appropriate level of formality. • To 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 for writing	• Say out loud what they are going to write about, making simple pictorial or written records where appropriate.	• Write down or say what they want to write about before beginning, including ideas and new vocabulary.	• Plan, discuss and record ideas, using similar writing to support with structure and vocabulary.	• Make increasingly detailed notes on a range of given planning formats, using similar writing to support with structure, vocabulary and grammar.	• Choose the most appropriate planning format and note initial ideas effectively. • To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	• Make detailed notes on an appropriate planning format, drawing on reading and research where necessary. • Independently identify the audience, purpose, form and style of writing.
	Drafting – sentences	• Compose a sentence orally before writing it.	• Explain, one sentence at a time, what they want to write. • Writing down ideas and/or key words, including new vocabulary.	• Orally compose and write sentences (including dialogue) specific to the genre/text type using an increasing range of vocabulary and sentence structures.	• To compose and rehearse sentences orally specific to the genre/text type (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	• Select increasing appropriate vocabulary and sentence structures for the genre of writing.	• Select appropriate grammar and vocabulary to change and enhance meaning.
	Drafting – paragraphs and organisational features	• Write a sentence or sequence of sentences for a given purpose. • Basic sequencing of ideas.	• Write longer sequences of sentences for a range of genres, including fiction, non-fiction and poetry, using some age-appropriate features of the genre. • Related points next to each other. • Basic sequencing of ideas, e.g. time- related words or phrases,	• To begin to organise their writing into paragraphs around a theme.	• Secure the use of paragraphs to organise ideas around a theme. • Some attempt to link paragraphs together across a text. • Use a range of organisational devices, e.g. subheadings.	• To consistently make links across paragraphs to effectively control text. • Use a wide range of devices to build cohesion within paragraphs. • Use a wider range of presentational and organisational devices to structure texts. • Write key information drawn from	• Link ideas within and across paragraphs using a wider range of cohesive devices. • use a range of organisational devices effectively to guide the reader, adapting their text to suit the audience and purpose. • Write an accurate précis that includes

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		line breaks, headings, numbers.			more than one paragraph, including some details that support the main idea of the text.	the main details from the text in a succinct paragraph or paragraphs.
Drafting – narrative	• Sequence sentences to form short narratives.	• Write longer sequences of sentences about personal experiences and those of others.	• Create settings, characters and plots in narratives, using inverted commas to punctuate direct speech.	• Describe settings and characters in detail and create well-developed plots, using inverted commas and other punctuation to indicate direct speech.	• Recognise how authors have developed characters and settings, describe their own settings and use dialogue to convey character and advance the action.	• Describe settings, characters and atmosphere using well-chosen vocabulary, integrating dialogue effectively.
Proof-reading	• Reread their writing to check that it makes sense.	• Reread their writing to check it makes sense and to check for spelling, punctuation and grammar errors and the correct use of verbs that indicate time.	• Proofread to check for errors in spelling, grammar, vocabulary and punctuation, noticing some errors and attempting to make appropriate corrections.	• Proofread to check for errors in spelling, grammar, vocabulary and punctuation, noticing and acting on an increasing range of errors.	• Proofread to check the spelling, punctuation and consistent and correct use of tense throughout a piece of writing.	• Proofread to check the spelling, punctuation, degree of formality (register) and subject and verb agreement throughout a piece of writing.
Evaluating and editing	• Discuss their writing with the teacher or other pupils. • With support, begin to evaluate impact on reader.	• Evaluate their writing with the teacher and other pupils, making simple additions, revisions and corrections. • Evaluate the effective use of word choice, grammar and punctuation ensuring the desired effect on the reader.	• Assess the effectiveness of their own and others' writing against the purpose, text structure and language features of the genre/text type. • Notice some ways to improve the grammar, vocabulary or conventions of the genre.	• Assess the effectiveness of their own and others' writing against the purpose, text structure and language features of the genre/text type. • Suggest and make changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences.	• Assess the effectiveness of their own and others' writing, proposing and making changes to enhance the spelling, grammar, vocabulary and punctuation. • Ensure consistent and correct use of tense throughout a piece of writing.	• Assess the effectiveness of their own and others' writing, proposing and making changes to spelling, grammar, vocabulary and punctuation to enhance effects and clarify meaning. • Précis longer passages.
Performing and presenting	• Read their writing aloud, clearly enough to be heard by other children and the teacher.	• Read their writing aloud clearly, audibly and with appropriate intonation to make the meaning clear.	• Read aloud their own writing with appropriate intonation and volume so that the meaning is clear.	• Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling their tone and volume so that the meaning is clear.	• Perform their own compositions with appropriate intonation and volume, and some consideration of movement.	• Perform their own compositions effectively, using appropriate intonation, volume and movement so that meaning is clear.
Vocabulary, grammar and punctuation — 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 in the year 2 spelling section 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.	• 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 (sentence structure)	• Joining words and joining clauses using 'and'.	• Use subordination (using when, if, that, because) and co-ordination (using or, and, but) to extend sentences. • To form sentences with different forms: statement, question, exclamation, command.	• Express 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].	• Use fronted adverbials (including the correct use of commas), pronouns and conjunctions to vary their sentence structure.	• Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun to give more information about the noun.	• Consciously control sentence structure in writing, demonstrating understanding of why sentences are constructed as they are.
Sentence (Verbs, tenses and formality)	• Some use of past and present tenses.	• Correct choice and consistent use of present tense and past tense throughout writing. • Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]. • To use some features of written Standard English.	• To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. • To use 'a' or 'an' correctly throughout a piece of writing.	• 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] • To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.	• Use a variety of verb forms with increasing confidence, including the perfect form of verbs. • To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.	• Use the passive voice. • To use the perfect form of verbs to mark relationships of time and cause. • Use vocabulary and sentence structures, including subjunctive forms, that are appropriate for formal speech and writing. • Use question tags in informal writing.

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	Y1	Y2	Y3	Y4	Y5	Y6
Punctuation	• Use capital letters for names, places, the days of the week and the personal pronoun 'I'. • Use finger spaces. • Use full stops to end sentences. • Begin to use question marks and exclamation marks.	• Use capital letters, full stops, question marks and exclamation marks to demarcate sentences • Use commas to separate items in a list. • Use apostrophes to mark contracted forms in spelling • Use apostrophes to mark singular possessions in nouns	• Begin to use inverted commas to punctuate direct speech.	• Use inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas. The conductor shouted, "Sit down!") • Use apostrophes to mark singular and plural possession (e.g. the girl's name, the girls' names).	• Use commas consistently to clarify meaning or to avoid ambiguity. • Use brackets, dashes or commas to indicate parenthesis. • Use semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.	• Use semi-colons, colons and dashes to mark the boundary between independent clauses (e.g. It's raining; I'm fed up). • Use colons to introduce a list and use of semi-colons within lists. • Use bullet points to list information. • Understand how hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover).
Vocabulary	• Use adjectives to describe.	• Use simple expanded noun phrases with an adjective that describes the noun.	• Continue to use and identify expanded noun phrases, beginning to use some prepositional phrases.	• Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.	• Use expanded noun phrases, identifying the adjective and prepositional phrase that have been used to give more information.	• Use and identify expanded noun phrases that convey complicated information concisely.
Terminology	• 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.	• To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	• To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, • colon, semi-colon and bullet points.
Transcription — Phonics and spelling rules	• Spell words containing taught phonemes. • To know all letters of the alphabet and the sounds which they most commonly represent. • To recognise consonant digraphs which have been taught and the sounds which they represent. • To recognise vowel digraphs which have been taught and the sounds which they represent. • To recognise words with adjacent consonants. • To accurately spell most words containing the 40+ previously taught phonemes and GPCs. • To spell some words in a phonically plausible way, even if sometimes incorrect.	• Use a range of spelling strategies to spell many words correctly, including segmenting and applying spelling rules. • 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. • 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).				
Common exception words	• 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.	• To spell many of the Y5 and Y6 statutory spelling words correctly.	• To spell all of the Y5 and Y6 statutory spelling words correctly.
Further spelling conventions	• To spell simple compound words (e.g. dustbin, football). • To read words that they have spelt. • To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.	• To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. • To learn the possessive singular apostrophe (e.g. the girl's book). • 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 multi-syllabic words.	• To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male. • To use the first two or three letters of a word to check its spelling in a dictionary.	• 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). • To use their spelling knowledge to use a dictionary more efficiently.	• To spell complex homophones and near- homophones, including who's/whose and stationary/stationery. • To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	• To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/ practise, licence/license, advice/advise). • To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own). • To use a knowledge of morphology and etymology in spelling and understand that the spelling of some

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		• To self-correct misspellings of words that pupils have been taught to spell (this may require support to • recognise misspellings). • distinguishing between homophones and near-homophones.				• words needs to be learnt specifically. • To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.
Prefixes, suffixes, morphology and etymology	• Add the prefix un– and the suffixes –ing, –ed, –er, –est, –s or –es where no change is needed in the spelling of root words.	• Add suffixes to spell longer words, including the suffixes –ment, –ness, –ful, –less and –ly.	• Add further prefixes and suffixes with increasing confidence.	• Add further prefixes and suffixes with increasing accuracy and reference to the spelling rules.	• Use further prefixes and suffixes, with their knowledge of morphology and etymology, to spell words.	• Choose appropriate spelling strategies depending on the context, referring to prefixes, suffixes, morphology and etymology where appropriate.
Handwriting	• To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. • To sit correctly at a table, holding a pencil • comfortably and correctly. • To form digits 0-9. • To understand which letters belong to which handwriting 'families' (i.e. letters that are formed • in similar ways) and to practise these.	• To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. • To form lower case letters of the correct size, relative to one another. • To use spacing between words that reflects the size of the letters.	• To use a neat, joined handwriting style with increasing accuracy and speed.	• 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].	• To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. • To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.	• To write legibly, fluently and with increasing speed by: • -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters; • - choosing the writing implement that is best suited for a task.
Joining		• To begin to use the diagonal and horizontal strokes needed to join letters.	• 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.	• To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.	• To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.	• To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) • and capital letters (e.g. for filling in a form).