Writing Progression

	Composition	Vocabulary, Grammar & Punctuation	Spelling	Handwriting
1	• Composes sentence orally before writing • **Sequences sentences to form short narratives** • Rereads to check that writing makes sense	• **Joins words and clauses using *and*** • **Separates words with spaces** • **Demarcates some simple sentences: *A .*** • Some use of *?* and *!* • Capital letter for some proper nouns • Capital letter for personal pronoun *I*	• **Phase 2 to 5 graphemes in familiar words** • Doubled letters at the end of base words: *ll, ss, zz, ff, ck* • Words ending in *–y* pronounced /ee/ and /igh/ • **Regular plural suffixes:–s, –es** • **Regular verb inflections: –ed, -ing, –s** • **Common exception words:** *the a do to today of said says are were was is his has I you your they be he me she we no go so by my here there where love come some one once ask friend school put push pull full house our*	• Sits and holds pencil correctly • **Forms lower-case letters in the right direction, starting and finishing in the right place** • **Forms capital letters appropriately** • Forms digits 0-9
2	• **Writes for different purposes** • Writes down ideas and key words before writing • Makes simple additions, revisions and corrections to own writing • Rereads writing with intonation to make the meaning clear	• **Sentences in different forms: statements, questions, exclamations, commands** • Expanded noun phrases • Correct use of present and past tense • **Subordination (when, if, because, that)** • **Coordination (or, and, but)** • **Sentences demarcation: *A . ! ?*** • Commas separate items in a list • Apostrophes for contracted forms and the singular possessive	• **Phase 6 graphemes in familiar words** • Words with contracted forms • The suffixes *–ment, -ness, -ful, -less, -ly* • Some 'silent' letters: *kn, gn, wr* • *le, el, al* word endings • **Some correct uses of:** Final non-syllabic *e* suffixing pattern *y* to *i* suffixing pattern Consonant doubling suffixing pattern • **Homophones & near homophones:** *there/their/they're hear/hear quite/quiet sea/see bare/bear one/won sun/son to/too/two be/bee blue/blew night/knight* • **Common exception words** *door floor poor because find kind mind behind child wild climb most only both old cold gold hold told every everybody even great break steak pretty beautiful father class hour move prove improve sure sugar eye could should would who whole any many clothes busy people water again half money Mr Mrs parents Christmas*	• **Lower-case letters are of the correct size** • **Uses diagonal and horizontal strokes to join some letters** • **Capital letters and digits are of the correct size** • Spacing between words reflects the size of the letters
3	• **Writing is appropriate to the purpose** • Consistently selects appropriate grammar and vocabulary • **Organises paragraphs around a theme** • Creates settings, characters and plot • **Uses simple organisational devices** • Proofreads for spelling and punctuation errors • Rereads writing with controlled tone and volume to make the meaning clear	• Correct use of *a* and *an* • **Conjunctions, adverbs and prepositions to express time, place and cause** • Present perfect tense • Inverted commas for direct speech	• **Common prefixes**: *un-, re-, de-, dis-, mis-, in- (il-, im-, ir-), sub-, super-, anti-, auto-* • Words ending *–sure, -ture* • Words ending *–tion, -sion, -ssion, -cian* • **Mostly correct uses of:** Final non-syllabic *e* suffixing pattern *y* to *i* suffixing pattern Consonant doubling suffixing pattern (including in multisyllabic words)	• **Uses diagonal and horizontal strokes to join letters** • Ascenders and descenders are parallel and equidistant • Writing is spaced sufficiently to aid legibility
4		• **Standard forms for verb inflections** • **Adjectival phrases to expand noun phrases** • **Fronted adverbials** • Appropriate use of nouns and pronouns • Commas after fronted adverbials • Correct punctuation for direct speech • Apostrophe for plural possessive	**Homophones & near homophones** *accept/except affect/effect ball/bawl berry/bury brake/break fair/fare grate/great groan/grown here/hear heal/heel/he'll knot/not mail/male main/mane meat/meet medal/meddle missed/mist peace/piece plain/plane rain/rein/reign scene/seen weather/whether whose/who's* • **Year 3 and 4 statutory word list**	
5	• **Writing is appropriate to audience and purpose** • Writing uses the appropriate form • Develops characterisation and setting and atmosphere • Dialogue develops character and advances action • Selects appropriate grammar and vocabulary to enhance and clarify meaning	• **Relative clauses (including those with an omitted relative pronoun)** • Modal verbs • Cohesive devices within paragraphs • **Ideas across paragraphs linked by adverbials** • **Parenthesis: *( ) - ,*** • Commas to clarify meaning	• Words ending *-cious, -tious, -cial, -tial* • Word ending *–ant, -ance, -ancy, -ent, -ence, -ency* • Words ending *–able, -ably, -ible, -ibly* • *ough* letter string • Words with /ee/ sound spelled *ei* after *c* • **Words with silent letters** • **Homophones & near homophones** *advice/advise device/devise licence/license practice/practise prophecy/prophesy farther/father guessed/guest heard/herd led/lead morning/mourning past/passed precede/proceed principal/principle profit/prophet stationary/stationery steal/steel wary/weary who's/ whose* • **Year 5 and 6 statutory word list**	• **Writes legibly, fluently and with increasing speed** • **Chooses standard and style of handwriting appropriate to the task** • Chooses the writing implement that is best suited for the task
6	• **Builds cohesion within and across paragraphs** • Organisational and presentational devices structure writing and guide the reader • **Tense is consistent and correct throughout** • Subject and verb agreement is accurate • Register is matched to the purpose and audience	• **Formal and informal vocabulary and structures,** including passive & subjunctive • **Wider range of cohesive devices** • Ellipsis • **Colons, semicolons and dashes to mark clause boundaries** • Colons and semicolons in lists • Bullet points • Hyphens to avoid ambiguity		