



English Progression of skills and knowledge				Writing Transcription - Spelling		
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Essential Letters and Sounds (ELS)</p> <p>Children begin with Phase 1 in Nursery and this runs alongside phonics teaching as children enter Reception.</p> <ul style="list-style-type: none"> Hear and say initial sounds in words. Orally blending and segmenting sounds in simple words. Learn Phase 2, 3 and 5 in Reception leading to independent application of. Children use phonic knowledge to write words which match their spoken sounds. They write Reception Harder to Read and Spell words. 	<p>Essential Letters and Sounds (ELS)</p> <p>Independent application of Phonics Phase 2, 3, 4, 5 and some alternative graphemes.</p> <ul style="list-style-type: none"> Usually correct spelling of most words in the year 1 list. Phonetically plausible attempts at words with digraphs and double letters Sufficient number of recognisable words for writing to be readable. Usually segments and spells adjacent consonants for spelling Working securely in phase 5 Uses knowledge of alternative phonemes to narrow down possibilities for accurate spelling. <p>National Curriculum</p>	<p>Essential Letters and Sounds (ELS) ELS Essential Spelling</p> <p>Independent application of Phonics Phase 2, 3, 4, 5 and alternative graphemes.</p> <ul style="list-style-type: none"> Spells all Reception and Year 1 Harder to Read and Spell words. Consolidates gaps in phonics phase 5, including alternatives. Uses a range of spelling strategies to spell unknown words including the use of spelling patterns, syllables and early dictionary skills. Competent growing application of prefix and suffix rules in independent writing. (ed, ing, s, es, er, est, ly, ful and ness) <p>National Curriculum</p> <ul style="list-style-type: none"> Spells common homophones and near homophones (there/their/they're, hear/here, quite/quiet, see/sea, bare/bear, one/won, 	<p>Pathways to Spell</p> <p><u>In most writing:</u></p> <ul style="list-style-type: none"> Spell words as accurately as possible using phonics. Use of a dictionary to check for unknown or new spellings by using the first two or three letters. Form nouns using a range of prefixes. Spell words using a range of prefixes and suffixes. Prefixes-dis, mis, il, im, re and in. Suffixes ing, er, en, ation, ly and tion. Spell words with the u phoneme as the grapheme ou, such as young, trouble and country. Apply the i phoneme in the middle of words as represented by the grapheme y, such as gym, myth and pyramid. 	<p>Pathways to Spell</p> <p><u>Across a range of writing:</u></p> <ul style="list-style-type: none"> Use of a dictionary and thesaurus to spell increasingly complex words of to make choices of words. Across a range of writing: Convert nouns or adjectives into verbs using suffixes ate, ise or ify Fluency across a range of text types: Revise work done in Year 3. Apply a range of taught spelling strategies independently when spelling words. Consolidate spelling words with prefixes and suffixes. Prefixes - re, sub, inter, super, anti and auto. Suffixes-ous Spell words with the g phoneme spelt as gue, such as league and tongue. Spell words with the s phoneme as sc, 	<p>Pathways to Spell</p> <p><u>Across a range of writing:</u></p> <ul style="list-style-type: none"> Convert nouns or adjectives into verbs using suffixes ate, ise or ify. Make independent choices about when it is best to use a thesaurus or dictionary as an aid to check a spelling or meaning, using the first three or four letters of a word. Spells words with the endings - able, ible and ibly. Spells words with I phoneme represented as ei after c, such as deceive, conceive or receive. Spells words containing the letter string ough, such as bought, rough, cough, though or thorough. Spells words with silent letters, such 	<p>Pathways to Spell</p> <p><u>Across a range of text types:</u></p> <ul style="list-style-type: none"> Revise work done throughout KS2 Apply a range of taught spelling strategies independently when spelling words. Independently use dictionaries to check the spelling and meaning of words. Spells words with the endings: cious and tious , cial and tial, ance and ancy, ent, ence and ency Add suffixes beginning with vowel letters to words ending in fer, such as referring, referral or transferring. Make the correct spelling choice between homophones in the Y6 list. Spell most of the year 6 words from the spelling list.



	<ul style="list-style-type: none">• Know how the prefix un can be added to change words meaning.• Starts to use the suffixes: s, es, ed, er and ing within independent writing.• Starts to use syllables to divide words when spelling	<p>sun/son, to/too/two, be/bee, blue/blew and night/knight.</p> <ul style="list-style-type: none">• Spells the common contractions can't, hasn't, didn't, it's, I'll and couldn't correctly.• Spells many of the words on the Year 2 list.	<ul style="list-style-type: none">• Spell words with additional prefixes and suffixes and understand how to add them to root words.• Accurately spell words ending in ture, sure and tch with an er suffix, such as treasure, creature, furniture and catcher.• Spell correctly word families based on common words for example solve, solution, and solver.• Spell Year 3 words identified from the spelling list.	<p>such as scene and discipline</p> <ul style="list-style-type: none">• Spell words with ei, eigh or ey, such as weigh, vein or neighbour.• Spell plural words with a possessive apostrophe, such as girls', boys', men's, babies' and childrens'.• Recognise and spell additional homophones from the Year 4 list.• Spell Year 4 words identified from the spelling list.	<p>as Island, lamb, solemn or knight.</p> <ul style="list-style-type: none">• Spells most of the year 5 words from the spelling list.	
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Progression of skills and knowledge

Writing - Handwriting

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Letter Formation, Placement and Positioning</p> <p><u>Three and Four-Year-Olds</u></p> <ul style="list-style-type: none"> Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils Shows a preference for a dominant hand. Use some of their print and letter knowledge in their early 	<p>Letter Formation, Placement and Positioning</p> <ul style="list-style-type: none"> 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 the 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. 	<p>Letter Formation, Placement and Positioning</p> <ul style="list-style-type: none"> 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. <p>Joining Letters</p> <ul style="list-style-type: none"> To begin to use the diagonal and horizontal strokes needed to join letters. 	<p>Letter Formation, Placement and Positioning</p> <ul style="list-style-type: none"> To use a neat, joined handwriting style with increasing accuracy and speed. <p>Joining Letters</p> <ul style="list-style-type: none"> 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. 	<p>Letter Formation, Placement and Positioning</p> <ul style="list-style-type: none"> To increase the legibility, consistency and quality of their handwriting by ensuring that the downstrokes of letters are parallel and equidistant and by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. <p>Joining Letters</p> <ul style="list-style-type: none"> To confidently use diagonal and horizontal joining strokes throughout their independent 	<p>Letter Formation, Placement and Positioning</p> <ul style="list-style-type: none"> 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. <p>Joining Letters</p> <ul style="list-style-type: none"> To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way. 	<p>Letter Formation, Placement and Positioning</p> <ul style="list-style-type: none"> 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 and by choosing the writing implement that is best suited for a task. <p>Joining Letters</p> <ul style="list-style-type: none"> To recognise when to use an unjoined style (e.g. for labelling a diagram, for writing an email address or for algebra) and capital letters (e.g. for filling in a form).



<p>writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <ul style="list-style-type: none">• Write some letters accurately. <p><u>Reception</u></p> <ul style="list-style-type: none">• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.• Use their core muscle strength to achieve a good posture when sitting at a table or sitting				<p>writing to increase fluency.</p>		
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on the floor.

- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Form lower case and capital letters correctly.

Early Learning Goals

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Write recognisable letters, most of which are correctly formed.

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Progression of skills and knowledge				Writing – Composition		
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children can describe main story settings, events and principal characters. (Literacy: Reading 30-50months)</p> <p>Use of story maps to understand how stories are structured. Children attempt to write short sentences in meaningful contexts. (Literacy: Writing 40-60 months)</p> <p>Opportunities for children to write independently in response to experiences, interests and stories.</p>	<ul style="list-style-type: none"> Use simple story maps to plan narratives and non-fiction text types in simple sections. Sequence simple sentences to form a short narrative with an apparent start, middle and end.) Write sentences that are in chronological order to recount an event or experience. (Recounts & Information Texts) Write instructions to set out a process using numbers and clearly marked sections. Write sentences that start through use of simple time openers such as then, next, after and later etc. Write compound sentences using and. Comment both orally and in 	<ul style="list-style-type: none"> Produce written planning that outlines the content of writing and is referenced to. Write a sequenced short story with a clearly defined start, build-up, problem, resolution and ending. Sequence instructions using modal verbs and numbers to order. Group related ideas together in sections in non –fiction texts, which begins to develop into an awareness of paragraphs. (Non-chronological Reports, Recounts and Information Texts) Develop use of subordination (when, if, that or because) and secure coordination (or, and or but) to link words and phrases. Develop fluency in changing sentence openers, such as variations between pronouns, subjects 	<ul style="list-style-type: none"> Plan writing that is sequenced with a clear structure, linked to the text type, in developed story maps or under paragraph headings. Write a well-balanced 5-part narrative where the main conflict/problem is solved. End narratives with carefully thought out endings. Develop settings, characters and plot through description. Use paragraphs in narrative and that link information together in non-fiction text types. Use headings, subheadings, photographs and illustrations to aid presentation in reports, recounts and instructions. Use conjunctions to express time, place and cause 	<ul style="list-style-type: none"> Produce carefully thought out plans that match finished independent pieces. Write narratives that are well paced, with a build-up and complication that lead to a defined ending. Write detailed descriptions in narratives to help the reader gain a better understanding about the way the narrative is unfolding. Through character and setting. Create characters with interaction to reveal feelings. Use a variety of sentences that are made up of phrases and different clause types. Use paragraphs to organise ideas around a theme or open with topic sentences in recounts, reports and explanations. 	<ul style="list-style-type: none"> Produce planning that takes account of the audience and purpose of the writing. Write effective narratives that develop characters, settings and atmosphere through detailed description. Use paragraphs to control and organise writing into different information or events. Apply specific features to ensure a text types matches its intention. Use causal and logical conjunctions in addition to time openers (however or therefore). Build up Cohesion in paragraphs through the use of then, after, that, use of then, after, that, this or firstly or varying the length. 	<ul style="list-style-type: none"> Use the appropriate form and register for the text type. Sustain and develop logical ideas in both fiction and non-fiction. Plan using paragraphs to structure the plot in narrative (Suspense, flashbacks and quest) showing changes in time, place and events. In non-fiction (biographies, newspapers, persuasions and arguments) use paragraphs to organise information logically. Control cohesion across paragraphs using repetition of a word or phrase, adverbials (on the other hand, in contrast or as a consequence) or ellipsis. Control use of a wide range of organisational and presentational



	<p>writing on the different features of fiction and non-fiction text types covered.</p> <ul style="list-style-type: none">• Use the features of the text types covered to this point to write for real purposes and audiences across the curriculum.	<p>and prepositions with a variety of time openers.</p> <ul style="list-style-type: none">• Explain the features/differences of different genres of writing within English books or orally in discussion.• Use the features of the text types covered to this point to write for real purposes and audiences across the curriculum.	<p>(when, before, after, while, so or because).</p> <ul style="list-style-type: none">• Use adverbs (then, next, soon, therefore) or prepositions (before, after, during in, because of) within compound sentences.• Independently use the features of the text types covered to this point to write for real purposes and audiences across the curriculum.	<ul style="list-style-type: none">• In non-fiction texts, consider the layout to organise key elements through control of the specific features.• Write recounts that have three clear parts made up of the setting, events in order and a concluding comment.• Use a variety of subordinating conjunctions.• Write cohesion in sentences using appropriate nouns and pronouns.• Write non-chronological reports and control use of linking verbs to give coherence. (is, are, has, have and belong to).	<ul style="list-style-type: none">• Use adverbials of time (later), place (nearby) or number (secondly) to link ideas across paragraphs• Consider tense choices to link ideas.• Use short sentences to speed up action in narratives.• Use dialogue and reactions from other characters to add interest to a character.• Write showing evidence of the writer's viewpoint through comments about the characters and/or events.• Control conclusions to summarise non-fiction texts. (Procedural, explanation and persuasion.	<p>devices, such as headings, subheadings, columns, bullets and tables is evident.</p> <ul style="list-style-type: none">• Newspaper reports make frequent use of words or phrases to link events in time, such as at the same time, as soon as or late in the afternoon)• Use a wide range of sentence starters to create specific effects or developed noun phrases to add detail. (participles, conversations/dialogue, adverbs or adjectives)• Use characters, dialogue and action to advance narrative writing.• Control complex sentences to manipulate clauses for specific effects.• Write some sentences starting with conjunctions although, despite, as, since or whenever.
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Progression of skills and knowledge				Writing – Vocabulary, Grammar and Punctuation		
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Children ascribe meaning to marks as they draw, write and paint.</p> <p>Children write their own name and other things such as labels, captions.</p> <p>(Literacy: Writing 40-60 months)</p> <p>Children write simple sentences that can be read by themselves and others.</p> <p>(Literacy: Writing Early Learning Goal)</p> <p>Children become increasingly aware of how sentences are structured – use of capital letters and full stops.</p>	<ul style="list-style-type: none"> Compose sentences orally before writing down and write them from memory. Reread writing to check it makes sense. Use capital letters and full stops with accuracy to demarcate a sentence. Use capital letters for the names of people, places, days of the week and the personal pronoun 'I'. Use question marks in independent writing are used. 	<ul style="list-style-type: none"> Use past and present tenses within all forms of writing. (has/had, was/were) Use the progressive form of verbs to mark actions in progress (she is drumming or he was shouting). Control use of statements, questions, exclamations or commands. Consistently use full stops, capital letters, question marks and exclamation marks. Use commas within a list. Use apostrophe to mark where letters are missing in spelling and mark singular possession in nouns. Proofread to check for errors in grammar and punctuation and edit work accordingly. 	<ul style="list-style-type: none"> Consistently write using the first and third person. Use the present perfect form of verbs instead of the past. (He has gone out to play instead of He went out to play). Use inverted commas for direct speech. Use the possessive apostrophe. Improve writing by editing work to make changes to grammar and vocabulary. Proofread writing to eliminate simple errors. Securely use the forms a or an when writing a sentence. (I would like an apple, not I would like a apple) Write using embedded clauses (The pirate, with his cutlass clenched in his 	<ul style="list-style-type: none"> Employ accurate tense and person across different text types. Expand noun phrases through the addition of modified adjectives, nouns and preposition phrases (the teacher becomes the strict maths teacher with curly hair). Use fronted adverbials with correct use of the comma (later that day, I heard the bad news). Use of secure verb inflections (we were instead of we was or I did instead of I done) Direct speech is punctuated with inverted commas and other punctuation accurately. Use apostrophes accurately to mark plural possession (the girl's name or the girls' names) Edit and make changes to whole 	<ul style="list-style-type: none"> Use a variety of pronouns to refer to the first, second and third person both singularly and in plural form. Write using correct subject and verb agreement when using singular and plural. Use brackets, dashes or commas to indicate parenthesis. Commas used to clarify meaning or avoid ambiguity. Edit writing to reorganise sentences to give a greater impact or to clarify meaning. Perform own compositions using appropriate intonation, volume and movement so that meaning is clear. Use of relative clauses beginning with who, which, where, when, whose, that or an omitted elative pronoun. 	<ul style="list-style-type: none"> Use of the passive voice to affect the presentation of information in a sentence (I broke the window in the green house versus The window in the green house was broken (by me). Identify the word class of a word (noun, verb, adjective, conjunction, pronoun, adverb, preposition & determiner). Write with clear application of the differences between informal speech and formal speech when writing. Control the use of a full range of punctuation. Use semi-colons, colons and dashes to mark boundaries between independent clauses (It's raining; I'm fed up). Use colons to introduce a list and



			<p>teeth, swung onto the ship).</p> <ul style="list-style-type: none">• Vary sentence length for description.	<p>paragraphs, precise vocabulary or errors in tense or person.</p> <ul style="list-style-type: none">• Ability to comment on sound effects (repetition/alliteration) visual effects (simile, personification and metaphor) and surprising word combinations.		<p>use of the semi – colon within a list.</p> <ul style="list-style-type: none">• Use bullet points to list information.• Use hyphens to avoid ambiguity (recover versus recover or man eating shark versus man-eating shark).• Use fronted adverbial phrases• Proof read and editing writing as a process to further develop compositions.
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