



Writing skills progression across each year group and across the year.

Skills should be applied through a variety of genres including 2 pieces of narrative and 1 non fiction per half term. Narrative can include; a complete story, setting description, character description, diary entry, letter, newspaper report. Non fiction can include; non-chronological report, information page, persuasive letter, recount, factfile.

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<p>Verbally rehearse a sentence prior to writing</p> <p>Writing letters in the correct orientation and size</p> <p>Use phonics to spell CVC, CCVC words</p> <p>Using finger spaces</p> <p>Using a full stop at the end of a sentence</p> <p>Understand a story has a beginning, middle and end</p> <p>Begin to write a simple sentence with support</p>	<p>Verbally rehearse a sentence prior to writing</p> <p>Writing letters in the correct orientation and size</p> <p>Use phonics to spell CVC, CCVC, CCVVC</p> <p>Form capital letters and digit 0-9</p> <p>Using a capital letter and full stop some of the time</p> <p>Use resources with support to aid recording sounds within a word and CEW.</p> <p>Writing a caption for a picture Write a simple sentence for a picture – with some support</p>	<p>Verbally rehearse a sentence prior to writing</p> <p>Start to sequence sentences to form short narrative – continuing to use pictures as prompts – mostly independently</p> <p>Learn to spell days of the week</p> <p>Learn to spell some CEW</p> <p>Use phonics to spell words – focus on graphemes and phonemes taught</p> <p>Begin to use ‘and’ to join sentences together.</p>	<p>Use the spelling rule for adding –s and –es as plural</p> <p>Begin to use an exclamation mark</p> <p>Use a capital letter and full stop most of the time.</p> <p>Use capital letter for ‘I’</p> <p>Begin to independently use sound mats and CEW word mats to record words and sentences</p>	<p>Sequence sentences to form a piece of narrative where plan is in the form of a story map/mountain/zigzag books</p> <p>Have a secure knowledge of how to spell most Year 1 CEW</p> <p>Use –ing, -ed, -er, -est where no change is needed with the root word</p>	<p>Use the prefix un-</p> <p>Begin to use question marks when writing questions</p> <p>Independently use sound mats and word mats to record words and sentences.</p>
2	<p>Begin to learn Year 2 CEW</p> <p>Form lower-case letters of correct size in relation to each other</p> <p>Write capital letters and in digits in the correct size in relation to</p>	<p>Begin to spell many words correctly and making phonetically plausible attempts at others.</p> <p>Begin to learn some simple homophones and understand the meaning of homophone</p>	<p>Spell contracted forms of words and understand the rule</p> <p>Begin to spell words using suffix –ly and understand the link to adverbs</p>	<p>Spell most common homophones correctly</p> <p>Begin to use chop, change, double rules for adding vowel suffixes</p> <p>Re-read their work to</p>	<p>Spell most words accurately and continue to use phonics as primary strategy to spell unknown words</p> <p>Learn to spell words</p>	<p>Begin to proof read their writing for spelling and punctuation errors</p> <p>Begin to improve their work, with support, by up</p>

	<p>one another and lower case letters</p> <p>With support, plan what they are going to write, incl new vocab</p> <p>Ensure correct use of capital letter and full stops</p> <p>Understand and use a wider variety of co-ordinating conjunctions such as or, but, so</p> <p>Learn how to use present and past tense correctly and consistently</p>	<p>Re-read their work to check for correct tense.</p> <p>Some correct use of exclamation marks and question marks</p> <p>Learn the correct use of apostrophes for contraction in more words</p> <p>Learn how to use expanded noun phrases to describe and specify</p> <p>Learn at least half the Year 2 CEW and spell most correctly</p> <p>With some adult support, write a cohesive piece of narrative and non fiction</p>	<p>Start to use diagonal and horizontal strokes in order to join letters within a word</p> <p>Independently plan what they are going to write incl new vocab</p> <p>With support use commas in a list of adjectives</p> <p>Understand and use a wide variety of subordinating conjunctions such as when, if, that, because</p>	<p>check for sense</p> <p>Learn to appropriately use apostrophes for possession.</p> <p>Spell all Year 2 CEW correctly</p> <p>Spell words that use consonant suffixes such as –ment, -ful</p> <p>Majority of independently written sentences will be accurately demarcated using capital letters full stops or exclamation marks</p>	<p>using possessive apostrophes</p> <p>Evaluate work with teacher and peers</p> <p>Independently use commas in a list of adjectives, nouns and verbs where appropriate</p> <p>Independently write a cohesive piece of narrative and non fiction</p>	<p>scaling vocabulary and sentence structure.</p>
<p>3-4 - teach in year 3 and apply more consistently in Year 4</p>	<p>Begin to spell some words from the statutory list correctly – focus on ones that use double consonants</p> <p>Recap use of chop, change and double rules for adding vowel suffixes.</p> <p>Overlearning of correct spelling of homophones taught in Year 1 and 2</p> <p>Begin to use diagonal and horizontal strokes to join letters</p>	<p>Spell more words accurately from word list – focus on polysyllabic words and teach syllable chunking</p> <p>Recap use of consonant suffixes</p> <p>Recap rules and use of –ly and how adjective -&gt; adverb</p> <p>Understand the use of paragraphs to organise writing ( Year 4 - consistently use paragraphs and introduce linking of paragraphs to aid cohesion)</p>	<p>Learn to use prefixes un, dis and mis and understand the reason the prefix is used.</p> <p>Learn words that use –tion and –sion</p> <p>Begin to assess and evaluate own writing ( Year 3 with teachers support, Year 4 to include assessing peers)</p> <p>Consistently proof read for spelling and punctuation errors and</p>	<p>Spell most words from the spelling list correctly and begin to apply more consistently within writing.</p> <p>Learn to spell words that use il-, im-, ir- as prefixes</p> <p>Learn possessive apostrophes in plural words eg girls’</p> <p>Consistently upscale</p>	<p>Year 4 – consistently use a thesaurus to use vocabulary for impact.</p> <p>Express time, place and cause using conjunctions, adverbs and prepositions (Year 3 supported, Year 4 independently)</p> <p>Accurately use inverted commas for</p>	<p>Spell all words from the spelling list accurately and apply within writing</p> <p>Consolidate all grammar and punctuation</p>

	<p>(if not already joining)</p> <p>Begin to create settings, characters and plot when writing narrative (Year 3 with support, Year 4 begin to do independently)</p> <p>Begin to proof read for spelling and punctuation errors (Year 3 with adult support, Year 4 independently)</p> <p>Learn the use of nouns and pronouns to aid cohesion and avoid repetition</p> <p>Beginning to use inverted commas for direct speech (Year 4 to include other punctuation to indicate direct speech)</p>	<p>Use simple organisational devices within a piece of non fiction writing</p> <p>Begin to upscale vocabulary for impact (Year 3 with support, Year 4 independently and with use of thesaurus)</p> <p>Begin to use fronted adverbials (Year 4 using a comma)</p> <p>Begin to extend range of sentences with one than one clause using a wider variety of conjunctions.</p>	<p>Some of the time use fronted adverbials (Year 4 using a comma)</p> <p>Begin to express time, place and cause using conjunctions, adverbs and prepositions (Year 3 teacher guided, Year 4 with adult support)</p> <p>Accurately use inverted commas for speech ( Year 3 introduce other punctuation, Year 4 use other punctuation some of the time)</p>	<p>vocabulary for impact and begin to propose changes to grammar and punctuation (Year 3 with support, Year 4 independently)</p> <p>Most of the time use fronted adverbials (Year 4 using a comma)</p> <p>Use a variety of conjunctions within sentences and length of sentences for impact to the reader some of the time. (Year 4 most of the time)</p>	<p>speech most of the time.</p> <p>Consistently use a variety of sentence structures for impact to the reader.</p> <p>Recap any prior learning to support consistent and accurate use</p>	
<p>5-6</p> <p>Teach skills in Year 5 and consistently apply Year 6</p>	<p>Begin to spell some words from the statutory list correctly – focus on ones that use double consonants</p> <p>Recap use of chop, change and double rules for adding vowel suffixes.</p> <p>Build on knowledge of use of thesaurus.</p> <p>Begin to write legibly and fluently and with increased speed</p> <p>Identify the audience for and purpose of the writing and select the appropriate form (Year 5 with support, Year 6 independently)</p> <p>Begin to plan narrative by considering how authors develop characters and settings</p>	<p>Spell more words accurately from word list – focus on polysyllabic words and recap on use of syllable chunking to support the spelling of unknown words</p> <p>Spell words with silent letters</p> <p>Identify and spell homophones and those which are often confused eg affect and effect, altar and alter</p> <p>Plan a piece of writing through note taking, developing initial ideas, drawing on reading and research if necessary (Year 5 with support, Year 6 independently)</p> <p>Begin to use a wide range of devices to build cohesion (Year 5 with adult guidance, Year 6</p>	<p>Use dictionaries to check the spelling of words (Year 5 with support if necessary, Year 6 independently)</p> <p>To consistently write legibly, fluently and at speed.</p> <p>Most of the time identify the audience for and purpose of the writing and select the appropriate form</p> <p>Become more confident in planning narrative through developing an understanding of different authors development of plot and characters</p> <p>Use expanded noun phrases to convey complicated information concisely (Year</p>	<p>Begin to draft and write precise of longer passages</p> <p>Become confident to use a wide range of devices to build cohesion (Year 5 with adult support, Year 6 independently)</p> <p>In narrative, describe settings and characters and atmosphere and integrating dialogue to convey characters and advance action</p> <p>Use a wide range of device to build cohesion within and across paragraphs (Year 5 with support, Year 6 independently)</p>	<p>Apply knowledge of all SPaG and composition skills and practise and edit where necessary.</p> <p>Recap any prior learning to support consistent and accurate use</p> <p>Perform own composition using appropriate intonation, volume and movement so the meaning is clear.</p>	<p>Spell all words from the spelling list accurately and apply within writing</p> <p>Consolidate all grammar, punctuation and composition</p>

	<p>In narrative, begin to describe settings and atmosphere to advance action ( Year 5 with adult guidance, Year 6 with adult support)</p> <p>Recognise vocab and structures that are appropriate for formal speech and writing Develop in confidence and knowledge of assessing effectiveness of own writing and peers.</p> <p>Ensure consistent and correct use of tense throughout a piece</p> <p>Use brackets, dashes or commas to indicate parenthesis (Year 5 begin, Year 6 consolidate)</p>	<p>with adult support)</p> <p>Use the perfect form of verbs to mark relationships of time and cause (Year 5 begin, Year 6 apply)</p> <p>In narrative, begin to describe characters and integrate dialogue to convey characters action ( Year 5 with adult guidance, Year 6 with adult support)</p> <p>Use relative clauses beginning with who, which, where, when, whose, that (Year 5 begin, Year 6 consolidate)</p> <p>Use commas to clarify meaning or avoid ambiguity(Year 5 begin, Year 6 consolidate)</p> <p>Build on knowledge and independence of proof reading for spelling and punctuation errors</p>	<p>5 begin, Year 6 consolidate)</p> <p>Select appropriate grammar and vocabulary to enhance meaning and impact (Year 5 begin, Year 6 consolidate)</p> <p>Use organisational and presentational devices to structure text and guide the reader eg headings, bullet points and underlining (Year 5 begin, Year 6 consolidate)</p> <p>Punctuate bullet points correctly</p> <p>Use a colon to introduce a list</p>	<p>Propose changes to vocab, grammar and punctuation to enhance effect and clarify meaning (Year 5 begin, Year 6 consolidate)</p> <p>Use modal verbs and adverbs to indicate degrees of possibility (Year 5 begin, Year 6 consolidate)</p> <p>Use hyphens to avoid ambiguity (Year 5 begin, Year 6 consolidate)</p>		
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