



Progression in Writing

Taken from National Curriculum programme of study - statutory requirements.

*EYFS outcomes taken from DfE EYFS profile - statutory requirements *

	EYFS	Year 1	Year 2	Year 3/4	Year 5/6
Spelling	Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Spell: . words containing each of the 40+ phonemes taught. . common exception words. . days of the week. Name the letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound. Use the spelling rule for adding -s and -es as a plural marker for nouns. Use the prefix -un	Spell by: . segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. . learning new ways of spelling phonemes for which one or more spellings are already known. Spell: . common exception words. . more words with contracted forms. . words with a possessive apostrophe . homophones and near-homophones.	Use further prefixes (un-, dis-, mis-, in-, re-, sub-, inter-, super-, anti-, auto-) Use further suffixes (-ation, -ly,) Spell further homophones. Spell words that are often misspelt. Place the possessive apostrophe accurately in words with regular plurals and words with irregular plurals. Use the first two or three letters of a	Use further prefixes. Use further suffixes. Spell some words with silent letters (e.g. knight, psalm, solemn). Continue to distinguish between homophones and other words which are often confused. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.



		Use -ing, -er, -ed, -est where no change is needed in the spelling of the root word. Write from memory simple sentences dictated by a teacher that include words using the GPCs and common exception words taught so far.	Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly. Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	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.	Use dictionaries to check the spelling and meaning of words. Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus.
Handwriting	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. Compose numbers 0-10.	Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9 Understand which letters belong to	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 capital letters and digits of the	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel	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.



		which handwriting 'families' and practise these.	correct size, orientation and relationship to one another and to lower case letters. Use spacing between words that reflects the size of the letters.	and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	
Composition	Write simple phrases and sentences that can be read by others. Begin to show accuracy and care when drawing.	Write sentences by: . saying out loud what they are going to write about. . composing a sentence orally before writing it. . sequencing sentences to form short narratives. . re-reading 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	Develop positive attitudes towards and stamina for writing by: . writing narratives about personal experiences and those of others (real and fictional) . writing about real events. . writing poetry. . writing for different purposes. Consider what they are going to write before beginning by: . planning or saying out loud what they will write.	Plan writing by discussing 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. Draft and write by: . Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an	Plan by: . Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. . Noting and developing initial ideas, drawing on reading and research where necessary. . In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.



		peers and the teacher.	. writing down ideas, including key vocabulary. . encapsulating what they want to say, sentence by sentence. Evaluate writing with teachers and other pupils. Re-read work to check that their writing makes sense and that verbs indicating time are used correctly and consistently. Proof-read to check for errors in spelling, grammar and punctuation. Read aloud what they have written with appropriate intonation to make the meaning clear.	increasing range of sentence structures. . Organising paragraphs around a theme. . Creating settings, characters and plots, in narrative. . Using simple organisational devices in non-narrative material. Evaluate and edit by: . Assessing the effectiveness of their own and others' writing and suggesting improvements. . Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof read for spelling and punctuation errors. Read aloud their own writing, to a group or	Draft and write by: . Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. . In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. . Précising longer passages. . Using a wide range of devices to build cohesion within and across paragraphs. . Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
--	--	------------------------	--	---	--



				the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Evaluate and edit by: . Assessing the effectiveness of their own and others' writing. . Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. . Ensuring the consistent and correct use of tense throughout a piece of writing. . Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proof read for spelling and punctuation errors. Perform their own compositions, using appropriate
--	--	--	--	--	--



					intonation, volume, and movement so that meaning is clear.
Vocabulary, Grammar and Punctuation	Verbally, express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher. Use recently introduced vocabulary when taking part in one to one, small group and whole class discussions.	Leave spaces between words. Join words and clauses using 'and'. Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Use a capital letter for names of people, places, days of the week and personal pronoun 'I'. Learn the grammar for Year 1 (see table below).	Learn how to use familiar and new punctuation: full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive. Use sentences with different forms: statement, question, exclamation, command. Use expanded noun phrases to describe and specify. Use the present and past tense correctly and consistently. Use subordination (when, if, that, because) and co-	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Use the present perfect form of verbs in contrast to the past tense. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Use conjunctions, adverbs and prepositions to express time and cause. Use fronted adverbials.	Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Use passive verbs to affect the presentation of information in a sentence. Use the perfect form of verbs to mark relationships of time and cause. Use expanded noun phrases to convey complicated information concisely. Use modal verbs or adverbs to indicate degrees of possibility.



			ordination (or, and, but) Learn the grammar for Year 2 (see table below)	Use commas after fronted adverbials. Indicate possession by using the possessive apostrophe with plural nouns. Use and punctuate direct speech. Use and understand the grammar terminology appropriate to year group, accurately and appropriately when discussing reading and writing. (see tables below)	Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Use commas to clarify meaning or avoid ambiguity in writing. Use hyphens to avoid ambiguity. Use brackets, dashes or commas to indicate parenthesis. Use semi-colons, colons or dashes to mark boundaries between independent clauses. Use a colon to introduce a list. Punctuate bullet points consistently. Use and understand the grammar
--	--	--	--	--	---



St Paschal Baylon
Catholic Primary School

					terminology appropriate to year group, accurately and appropriately when discussing reading and writing. (see tables below)
--	--	--	--	--	---



Statutory Vocabulary, Grammar and Punctuation Objectives Y1-Y6

Year 1: Detail of content to be introduced (statutory requirement)	
Word	Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], 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. <i>helping, helped, helper</i>) How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i> , or <i>undoing: untie the boat</i>]
Sentence	How words can combine to make sentences Joining words and joining clauses using <i>and</i>
Text	Sequencing sentences to form short narratives
Punctuation	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
Terminology for pupils	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

Year 2: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using suffixes such as –ness, –er and by compounding [for example, <i>whiteboard, superman</i>] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found on page 46 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
Sentence	Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command
Text	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]
Punctuation	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 [for example, <i>the girl's name</i>]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma



Year 3: Detail of content to be introduced (statutory requirement)	
Word	Formation of nouns using a range of prefixes [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i>] Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i> , <i>an open box</i>] Word families based on common words , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i>]
Sentence	Expressing time, place and cause using conjunctions [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i>], adverbs [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i>], or prepositions [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i>]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]
Punctuation	Introduction to inverted commas to punctuate direct speech
Terminology for pupils	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

Year 4: Detail of content to be introduced (statutory requirement)	
Word	The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day</i> , <i>I heard the bad news.</i>]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name</i> , <i>the girls' names</i>] Use of commas after fronted adverbials
Terminology for pupils	determiner pronoun, possessive pronoun adverbial



Year 5: Detail of content to be introduced (statutory requirement)	
Word	Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate</i> ; <i>-ise</i> ; <i>-ify</i>] Verb prefixes [for example, <i>dis-</i> , <i>de-</i> , <i>mis-</i> , <i>over-</i> and <i>re-</i>]
Sentence	Relative clauses beginning with <i>who</i> , <i>which</i> , <i>where</i> , <i>when</i> , <i>whose</i> , <i>that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps</i> , <i>surely</i>] or modal verbs [for example, <i>might</i> , <i>should</i> , <i>will</i> , <i>must</i>]
Text	Devices to build cohesion within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

Year 6: Detail of content to be introduced (statutory requirement)	
Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out</i> – <i>discover</i> ; <i>ask for</i> – <i>request</i> ; <i>go in</i> – <i>enter</i>] How words are related by meaning as synonyms and antonyms [for example, <i>big</i> , <i>large</i> , <i>little</i>].
Sentence	Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>]. The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i> , or the use of subjunctive forms such as <i>If I <u>were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech]
Text	Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i> , <i>in contrast</i> , or <i>as a consequence</i>], and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]
Punctuation	Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark</i> , or <i>recover</i> versus <i>re-cover</i>]
Terminology for pupils	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points