

Writing – Skills Progression

Year 1	Year 2
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • name the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes: • use the spelling rule for adding –s or –es • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. • write sentences by: <ul style="list-style-type: none"> • saying out loud what they are going to write about • compose 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 peers and the teacher. • leave spaces between words • joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Consider what they are going to write before beginning by: • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating(summarising) what they want to say, sentence by sentence • Learn to use the present and past tenses correctly and consistently including the progressive form • writing down ideas and/or key words, including new vocabulary • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes • make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> ○ evaluating their writing with the teacher and other pupils ○ rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ○ proofreading to check for errors in spelling, grammar and punctuation • Learn to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • Learn to use the present and past tenses correctly and consistently including the progressive form • learning how to use both familiar and new punctuation including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive • 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, and learn some words with each spelling, including a few common homophones • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Year 3	Year 4
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use prefixes and suffixes and understand how to add them • spell homophones • spell words that are often misspelt • place the possessive apostrophe accurately in some words with regular plurals [for example, girls’, boys’] • use the first two or three letters of a 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. • plan their writing by: <ul style="list-style-type: none"> ○ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ○ discussing and recording ideas • draft and write by: <ul style="list-style-type: none"> ○ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ○ organising paragraphs around a theme ○ in narratives, creating settings, characters and plot ○ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • evaluate and edit by: <ul style="list-style-type: none"> ○ 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 the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>Building on the work that is started in Year 3 pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them • spell further homophones • spell more words that are often misspelt • place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] • use the first two or three letters of a 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. <p>Children continue work started in Year 3 and plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] <p>evaluate and edit by:</p> <ul style="list-style-type: none"> • 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 the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Year 5	Year 6
<p>Building on work from previous years, pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with ‘silent’ letters [for example, 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, as listed in English Appendix 1 • 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. <p>Pupils should also be taught to plan their writing by:</p> <ul style="list-style-type: none"> • 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 <p>draft and write by:</p> <ul style="list-style-type: none"> • 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] 	<p>Building on work from previous years, pupils should be taught to:</p> <ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • spell some words with ‘silent’ letters [for example, 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, as listed in English Appendix 1 • 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. <p>Pupils should also be taught to plan their writing by:</p> <ul style="list-style-type: none"> • 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 <p>draft and write by:</p> <ul style="list-style-type: none"> • 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]

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- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
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