



Design

Supporting Progression in Writing

Contents Page



Page	Content
3	Introduction
4	Year 1 Expectations
6	Year 1 Terminology & Prerequisite knowledge
7	Year 2 Expectations
10	Year 2 Terminology & Prerequisite knowledge
11	Lower Key Stage 2 & Upper Key Stage 2 Notes
12	Year 3 Expectations
15	Year 3 Terminology & Prerequisite knowledge
16	Year 4 Expectations
19	Year 4 Terminology & Prerequisite knowledge
20	Year 5 Expectations
23	Year 5 Terminology & Prerequisite knowledge
24	Year 6 Expectations
27	Year 6 Terminology & Prerequisite knowledge
Progression Strands	
29	Punctuation Progression Strand
31	Noun Progression Strand
32	Verb Progression Strand
34	Sentence Structure Progression Strand
36	Text Structure Progression Strand
38	Spelling Appendices



Overview

This document has been designed to provide an overview of the progression in curriculum expectations for Years 1 to 6 in writing.

This includes the outline of each of the core areas of the writing curriculum including:

- **Transcription**
- **Handwriting**
- **Composition**
- **Vocabulary, grammar & punctuation**

Key Terminology & Prerequisite Knowledge

The final page in each year group section contains details of the key terminology to be covered based on **Appendix 2** from the National Curriculum for English.

There is also a section that contains details of the prior knowledge children will have covered in the previous year group. This will support in laying the foundations for new content to be covered. Children may benefit from **contextualised retrieval activities** to support their learning.

Reference to the **Early Learning Goal** for writing is also included and the document includes details of the prerequisite knowledge from EYFS needed to support transition to Key Stage 1.

Document Purpose

This document has been designed to support the **planning and progression** of the writing curriculum in school and can be used by Leaders and teaching staff.

Please note, our additional documents: **The Trust Writing Standards** have been created as an **assessment tool** which link closely with the **Teacher Assessment Framework** for writing. Therefore these do not provide the entirety of the writing curriculum expectations.

School documentation including long-term overviews will show how content is mapped out within different year groups. This will relate to individual school curriculums and the opportunities children have to write for a range of audiences and purposes.

Writing - Transcription

Pupils should be taught to:

Spell:

- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week.

Name the letters of the alphabet:

- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound.

Add prefixes and suffixes:

- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- Using the prefix –un
- Using –ing, –ed, –er and –est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest).

Apply simple spelling rules and guidance, as listed in *NC English Appendix 1*.

Write from memory simple sentences dictated by the teacher that includes words using the GPCs and common exception words taught so far.

Notes

Reading should be taught alongside spelling, so that pupils understand that they can read back words they have spelt. Pupils should be shown how to segment spoken words into individual phonemes and then how to represent the phonemes by the appropriate grapheme(s). It is important to recognise that phoneme-grapheme correspondences (which underpin spelling) are more variable than grapheme-phoneme correspondences (which underpin reading). For this reason, pupils need to much more word-specific rehearsal for spelling than for reading. At this stage, pupils will be spelling some words in a phonetically plausible way, even if sometimes incorrectly. Misspellings of words that pupils have been taught should be corrected; other misspelt words should be used to teach pupils about alternative ways of representing these sounds. Writing simple dictated sentences that include words taught so far gives pupils opportunities to apply and practise their spellings.

Writing - Handwriting

Pupils should be taught to:

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 which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these.

Notes

Handwriting requires frequent and discrete direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pen, pencil) should not be too large for a young person’s hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.

Left-handed pupils should receive specific teaching to meet their needs.

Writing – Composition

Pupils should be taught to:

Write sentences by:

- saying out loud what they are going to write about
- composing sentences orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check it makes sense.

Discuss what they have written with teachers or other pupils.

Read their writing aloud, clearly enough to be heard by their peers and the teacher.

Notes

At the beginning of Year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud. Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting and rereading to check their meaning is clear.



Consider how your long term planning provides opportunities for children in Year 1 to write for a range of purposes. How do these progress from Year 1 to Year 2?

How does the writing process support children in their compositions?

How are children supported to collect ideas, draft and reread to check their meaning is clear?

Writing – Vocabulary, Grammar and Punctuation

Pupils should be taught to:

Develop their understanding of the concepts set out in the NC English Appendix 2 (see over page) by:

- leaving 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’.
- learning the grammar for Year 1 in the NC English Appendix 2.

Use the grammatical terminology in the NC English Appendix 2 in discussing their writing.

Notes

Pupils should be taught to recognise sentence boundaries in spoken sentences and to use the vocabulary listed in NC English Appendix 2 (Terminology for pupils) when their writing is discussed.

Pupils should begin to use some of the distinctive features of standard English in their writing. ‘Standard English’ is defined in the Glossary.

Year 1: Detail of content to be introduced (statutory requirement)

Taken from NC Appendix 2

Word	Regular plural noun suffixes –s or –es (for example, <i>dog, dogs; wish, wishes</i>), including the effect 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, or undoing; untie the boat</i>)
Sentence	How words can combine to make sentences . Joining words and joining clauses using ‘and’.
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

EYFS Prerequisite Knowledge.

See Updated Development Matters for full details.

Here are the key terms covered linking to Year 1:

- **Phoneme, digraph, trigraph**
- **Sentence**
- **Common exception words/tricky words**
- **Lower case and capital**
- **Full stop**
- **ELG – Write simple phrases and sentences that can be read by others. Write recognizable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.**

Children may benefit from retrieval practice on prior knowledge to support transition to the next stages of learning in Year 1.



Writing - Transcription

Pupils should be taught to:

Spell by:

- Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
- learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl’s book] distinguishing between homophones and near-homophones.

Add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly.

Apply spelling rules and guidance, as listed in NC Appendix 1.

Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Notes

In year 2, pupils move towards more word-specific knowledge of spelling, including homophones. The process of spelling should be emphasised: that is, that spelling involves segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order. Pupils should do this both for single-syllable and polysyllabic words.

At this stage, children’s spelling should be phonically plausible, even if not always correct. Misspellings of words that pupils have been taught to spell should be corrected; other misspelt words can be used as an opportunity to teach pupils about alternative ways of representing those sounds.

Pupils should be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words



What is your whole school approach to spelling and handwriting?

How do these approaches support progression in Year 1 & 2? How do they support progression through the whole school?

Writing - Handwriting

Pupils should be taught 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 unjoined.

Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letter.

Use spacing between words that reflects the size of the letters.

Notes

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Writing – Composition

Pupils should be taught to:

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 are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence.

Make simple additions, revisions and corrections to their own writing by:

- 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 (for example, ends of sentences punctuated correctly)

Read aloud what they have written with appropriate intonation to make the meaning clear.

Notes

Reading and listening to whole books, not simply extracts, helps pupils to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.

Pupils should understand, through being shown these, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and rereading to check their meaning is clear.

Drama and role play can contribute to the quality of pupils' writing by providing opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings.

Pupils might draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.

Consider how your long term planning provides opportunities for children in Year 2 to write for a range of purposes. How do these writing opportunities progress from Year 1?

How does the writing process support children in their compositions?

How are children supported to collect ideas, draft and reread to check their meaning is clear?

How are they supported to draw on and use new vocabulary from their reading and wider experiences?



Writing – Vocabulary, Grammar and Punctuation

Pupils should be taught to:

Develop their understanding of the concepts set out in NC Appendix 2 by:

- learning how to use both familiar and new punctuation correctly - see NC Appendix 2. including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
 - sentences with different forms: statement, question, exclamation, command
 - expanded noun phrases to describe and specify [for example, the blue butterfly]
 - the present and past tenses correctly and consistently, including the progressive form
 - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
 - the grammar for year 2 in NC Appendix 2
 - some features of written Standard English.

Use and understand the grammatical terminology in NC Appendix 2.

Notes

The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.



Year 2: Detail of content to be introduced (statutory requirement)

Taken from NC Appendix 2

Word	Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found 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 when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] 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, she is drumming, he was shouting]
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, the girl's name]
Terminology for Pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

Year 1 Prerequisite Knowledge.

See Year 1 Appendix 2 for full details.

Here are the key terms covered linking to Year 1:

- **Letter, capital letter**
- **Word, singular, plural**
- **Sentence**
- **Punctuation, full stop, question mark, exclamation mark**

Children may benefit from retrieval practice on prior knowledge to support transition to the next stages of learning in Year 2.



Writing Expectations in Key Stage 2

In the National Curriculum, content for writing is split across Lower Key Stage 2 and Upper Key Stage 2.

To identify the coverage specifics for individual year groups, the ***National Curriculum English Appendix 2*** has been used to support this.

The writing expectations on the following pages have therefore been highlighted to demonstrate year group specific content. The colour code is as follows:

- Red – Year 3
- Blue – Year 4
- Red – Year 5
- Blue – Year 6

Progression Strands

Progression Strands (Page 29 onwards) have been created to set out the expectations for ***individual year groups***. These include strands for:

- Punctuation
- Nouns
- Verbs
- Sentence Structure
- Text Structure

These have been designed to show how content develops over time and the prior knowledge children will be building upon. Opportunities in planning will enable children to apply this learning across a range of different genres, writing for a different audiences and purposes.

Writing - Transcription

Spelling – See English Appendix 1 – Year 3

Pupils should be taught to:

Use further prefixes and suffixes and understand how to add them – see [English Appendix 1 – Year 3](#).

Spell further homophones.

Spell words that are often misspelt – see [English Appendix 1 – Year 3](#).

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 2 or 3 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.

Notes

Pupils should learn to spell new words correctly and have plenty of practice in spelling them.

As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure - see [English Appendix 1 – Year 3](#).

Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.



What is your whole school approach to spelling and handwriting?

How do these approaches support progression in Year 3 & 4? How do they support progression through the whole school?

Writing - Handwriting

Pupils should be taught to:

- 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 and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Notes

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

Writing – Composition

Pupils should be taught to:

Plan their 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.
- discussing and recording ideas.

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures set out in [English Appendix 2 – Year 3](#).
- 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:

- 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.

Proofread for spelling and punctuation errors.

Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Notes

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.

Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and rereading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels



Consider how your long term planning provides opportunities for children to write for a range of purposes. How do these progress from Year 3 to Year 4?

How does the writing process support children in their compositions?

How are children supported to use new vocabulary from reading & wider experience in their writing? How does complexity in vocabulary progress from Year 3 to Year 4?

Writing – Vocabulary, Grammar and Punctuation

Pupils should be taught to:

Develop their understanding of the concepts set out in **English appendix 2 - Year 3** by:

- extending the range of sentences with more than one clause by using a wider range of **conjunctions**, including: when, if, because, although
- using the **present perfect form** of verbs in contrast to the past tense
- choosing **nouns or pronouns** appropriately for **clarity and cohesion** and to avoid repetition
- using conjunctions, **adverbs** and **prepositions** to express time and cause
- **using fronted adverbials**
- learning the grammar for **Year 3** set out in **English Appendix 2.**

indicate grammatical and other features by:

- **using commas after fronted adverbials**
- **indicating possession by using the possessive apostrophe with plural nouns**
- **using and punctuating direct speech.**

Use and understand the grammatical terminology in **English Appendix 2 – Year 3** accurately and appropriately when discussing their writing and reading

Notes

Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in [English appendix 2](#), and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.

At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt, for example, in writing dialogue for characters.



Year 3: Detail of content to be introduced (statutory requirement)

Taken from NC Appendix 2

Word	Formation of nouns using a range of prefixes [for example super-, anti-, auto-] 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</i> rock, <i>an</i> open box] Word families based on common words , showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]
Sentence	Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, 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 contrasted with 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 2 Prerequisite Knowledge.

See Year 2 Appendix 2 for full details.

Here are the key terms covered linking to Year 3:

- **noun, noun phrase**
- **statement, question, exclamation, command**
- **compound, suffix**
- **adjective, adverb, verb**
- **tense (past, present)**
- **apostrophe, comma**

Children may benefit from retrieval practice on prior knowledge to support the next stages of learning in Year 3.



Writing - Transcription

Spelling – See English Appendix 1 – Year 4

Pupils should be taught to:

Use further prefixes and suffixes and understand how to add them – see [English Appendix 1 – Year 4](#).

Spell further homophones.

Spell words that are often misspelt – see [English Appendix 1 – Year 4](#).

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 2 or 3 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.

Notes

Pupils should learn to spell new words correctly and have plenty of practice in spelling them.

As in years 1 and 2, pupils should continue to be supported in understanding and applying the concepts of word structure - see [English Appendix 1 – Year 4](#).

Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.



What is your whole school approach to spelling and handwriting?

How do these approaches support progression in Year 3 & 4? How do they support progression through the whole school?

Writing - Handwriting

Pupils should be taught to:

- 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 and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Notes

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

Writing – Composition

Pupils should be taught to:

Plan their 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.
- discussing and recording ideas.

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures set out in [English Appendix 2 – Year 4](#).
- 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:

- 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.

Proofread for spelling and punctuation errors.

Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Notes

Pupils should continue to have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.

Pupils should understand, through being shown these, the skills and processes that are essential for writing: that is, thinking aloud to explore and collect ideas, drafting, and rereading to check their meaning is clear, including doing so as the writing develops. Pupils should be taught to monitor whether their own writing makes sense in the same way that they monitor their reading, checking at different levels



Consider how your long term planning provides opportunities for children to write for a range of purposes. How do these progress from Year 3 to Year 4?

How does the writing process support children in their compositions?

How are children supported to use new vocabulary from reading & wider experience in their writing? How does complexity in vocabulary progress from Year 3 to Year 4?

Writing – Vocabulary, Grammar and Punctuation

Pupils should be taught to:

Develop their understanding of the concepts set out in [English appendix 2 - Year 4](#) by:

- extending the range of sentences with more than one clause by using a wider range of **conjunctions**, including: when, if, because, although
- using the **present perfect form** of verbs in contrast to the past tense
- choosing **nouns or pronouns** appropriately for **clarity and cohesion** and to avoid repetition
- using conjunctions, **adverbs** and **prepositions** to express time and cause
- **using fronted adverbials**
- learning the grammar for **Year 4** set out in [English Appendix 2](#).

indicate grammatical and other features by:

- **using commas after fronted adverbials**
- **indicating possession by using the possessive apostrophe with plural nouns**
- **using and punctuating direct speech.**

Use and understand the grammatical terminology in [English Appendix 2 – Year 4](#) accurately and appropriately when discussing their writing and reading

Notes

Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in [English appendix 2](#), and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.

At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt, for example, in writing dialogue for characters.



Year 4: Detail of content to be introduced (statutory requirement)

Taken from NC Appendix 2

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 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 3 Prerequisite Knowledge.

See Year 3 Appendix 2 for full details.

Here are the key terms covered linking to Year 3:

- ***preposition, conjunction***
- ***word family, prefix***
- ***clause, subordinate clause***
- ***direct speech consonant,***
- ***consonant letter vowel, vowel letter***
- ***inverted commas (or 'speech marks')***

Children may benefit from retrieval practice on prior knowledge & opportunities for consolidation to support the next stages of learning in Year 4.



Writing - Transcription

Year 5 Spelling – See Appendix 1

Pupils should be taught to:

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 – Year 5**.

Use dictionaries to check the spelling and meaning of words.

Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.

Use a thesaurus.

Notes

As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.



What is your whole school approach to spelling and handwriting?

How do these approaches support progression in Year 5 & 6? How do they support progression through the whole school?

Writing – Handwriting and Presentation

Pupils should be taught 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
- choosing the writing implement that is best suited for a task.

Notes

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra, and capital letters, for example, for filling in a form.

Writing – Composition

Pupils should be taught to:

Plan their writing 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.

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]

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.

Proofread for spelling and punctuation errors.

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Notes

Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and rereading to check that the meaning is clear.



Consider how your long term planning provides opportunities for children to write for a range of purposes. How do these progress from Year 5 to Year 6?

How does the writing process support children in their compositions?

How are children supported to use new vocabulary from reading & wider experience in their writing? How does complexity in vocabulary progress from Year 5 to Year 6?

Writing – Vocabulary, Grammar and Punctuation

Pupils should be taught to:

Develop their understanding of the concepts set out in [English Appendix 2 – Year 5](#) by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including **subjunctive forms**
- using **passive verbs** to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using **modal verbs** or **adverbs** to indicate degrees of possibility
- using **relative clauses** beginning with who, which, where, when, whose, that or with an implied (ie omitted) **relative pronoun**
- learning the grammar for **Year 5** set out [English Appendix 2](#)

Indicate grammatical and other features by:

- using **commas** to clarify meaning or avoid ambiguity in writing
- using **hyphens** to avoid ambiguity
- using **brackets, dashes** or commas to indicate **parenthesis**
- using semicolons, **colons** or dashes to mark boundaries between independent clauses
- using a **colon** to introduce a list
- punctuating **bullet points** consistently.

Use and understand the grammatical terminology in [English Appendix 2 – Year 5](#) accurately and appropriately in discussing their writing and reading.

Notes

Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.



Year 5: Detail of content to be introduced (statutory requirement)

Taken from NC Appendix 2

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 3 Prerequisite Knowledge.

See Year 3 Appendix 2 for full details.

Here are the key terms covered linking to Year 3:

- **preposition, conjunction**
- **word family, prefix**
- **clause, subordinate clause**
- **direct speech consonant,**
- **consonant letter vowel, vowel letter**
- **inverted commas (or ‘speech marks’)**

Year 4 Prerequisite Knowledge.

See Year 4 Appendix 2 for full details.

Here are the key terms covered linking to Year 4:

- **determiner**
- **pronoun, possessive pronoun**
- **adverbial**

Children may benefit from retrieval practice on prior knowledge to support the next stages of learning in Year 5.



Writing - Transcription

Year 6 Spelling – See Appendix 1

Pupils should be taught to:

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 – Year 6](#).

Use dictionaries to check the spelling and meaning of words.

Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.

Use a thesaurus.

Notes

As in earlier years, pupils should continue to be taught to understand and apply the concepts of word structure so that they can draw on their knowledge of morphology and etymology to spell correctly.



What is your whole school approach to spelling and handwriting?

How do these approaches support progression in Year 5 & 6? How do they support progression through the whole school?

Writing – Handwriting and Presentation

Pupils should be taught 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
- choosing the writing implement that is best suited for a task.

Notes

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra, and capital letters, for example, for filling in a form.

Writing – Composition

Pupils should be taught to:

Plan their writing 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.

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]

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.

Proofread for spelling and punctuation errors.

Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Notes

Pupils should understand, through being shown, the skills and processes essential for writing: that is, thinking aloud to generate ideas, drafting, and rereading to check that the meaning is clear.



Consider how your long term planning provides opportunities for children to write for a range of purposes. How do these progress from Year 5 to Year 6?

How does the writing process support children in their compositions?

How are children supported to use new vocabulary from reading & wider experience in their writing? How does complexity in vocabulary progress from Year 5 to Year 6?

Writing – Vocabulary, Grammar and Punctuation

Pupils should be taught to:

Develop their understanding of the concepts set out in [English Appendix 2 – Year 6](#) by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including **subjunctive forms**
- using **passive verbs** to affect the presentation of information in a sentence
- using the perfect form of verbs to mark relationships of time and cause
- using expanded noun phrases to convey complicated information concisely
- using **modal verbs** or **adverbs** to indicate degrees of possibility
- using **relative clauses** beginning with who, which, where, when, whose, that or with an implied (ie omitted) **relative pronoun**
- learning the grammar for **Year 6** set out [English Appendix 2](#)

Indicate grammatical and other features by:

- using **commas** to clarify meaning or avoid ambiguity in writing
- using **hyphens** to avoid ambiguity
- using **brackets, dashes** or commas to indicate **parenthesis**
- using semicolons, **colons** or dashes to mark boundaries between independent clauses
- using a **colon** to introduce a list
- punctuating **bullet points** consistently.

Use and understand the grammatical terminology in [English Appendix 2 – Year 6](#) accurately and appropriately in discussing their writing and reading.

Notes

Pupils should continue to add to their knowledge of linguistic terms, including those to describe grammar, so that they can discuss their writing and reading.



Year 1: Detail of content to be introduced (statutory requirement)

Taken from NC Appendix 2

Word	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – <i>discover</i>; ask for – <i>request</i>; go in – <i>enter</i>] How words are related by meaning as synonyms and antonyms [for example, <i>big, large, 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</i> (by me)]. 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 If <i>I were</i> or <i>Were they</i> to come 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, in contrast, or 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

Year 4 Prerequisite Knowledge.

See Year 4 Appendix 2 for full details.

Here are the key terms covered linking to Year 4:

- **determiner**
- **pronoun, possessive pronoun**
- **adverbial**

Year 5 Prerequisite Knowledge.

See Year 5 Appendix 2 for full details.

Here are the key terms covered linking to Year 5:

- **modal verb, relative pronoun**
- **relative clause**
- **parenthesis, bracket, dash**
- **cohesion, ambiguity**

Children may benefit from retrieval practice on prior knowledge & opportunities for consolidation to support the next stages of learning in Year 6.





Progression Strands



Progression in Punctuation

Year Group	Term & Additional Detail
EYFS	Full stop Lower case Capital letter
Year 1	Separation of words with spaces. Capital letters Full stops Question marks Exclamation marks. Capital letters for names and for the personal pronoun <i>I</i> .
Year 2	Use of capital letters, full stops, question marks and exclamation marks. 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, the girl's name]
Year 3	All punctuation taught in KS1 including: Inverted commas to punctuate direct speech.
Year 4	Inverted commas and other punctuation to indicate direct speech. <i>[for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</i> Apostrophes to mark plural possession Commas after fronted adverbials.



Progression in Punctuation

Year Group	Term & Additional Detail
Year 5	Brackets, dashes, or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity. Beginning to use hyphens to avoid ambiguity.
Year 6	Semi-colon, colon and dash to mark the boundary between independent clauses. Use of the colon to introduce a list and use of semi-colons within lists. Bullet points to list information. Use of hyphens 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>]



Progression in Nouns

Year Group	Term & Additional Detail
EYFS	<i>Nouns may form part of simple phrases and sentences that can be read by others (ELG)</i>
Year 1	Regular plural noun suffixes <i>Regular plural noun suffixes –s or –es including the effect these suffixes have on the meaning of the nouns.</i>
Year 2	Noun, noun phrase
Year 3	Nouns which use a range of prefixes <i>Formation of nouns using a range of prefixes e.g. super-, anti-, auto-</i>
Year 4	Pronoun, possessive pronoun
Year 5	Relative pronoun
Year 6	<i>How words are related by meaning as synonyms and antonyms. For example, big, large, little.</i>



Progression in Verbs

Year Group	Term & Additional Detail
EYFS	<i>Verbs may form part of simple phrases and sentences that can be read by others (ELG)</i>
Year 1 Use suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)	Simple Present I walk / He walks / they walk
	Simple Past I walked / He walked
Year 2 Use the present and past tenses correctly and consistently , including the progressive form .	Present Progressive (Continuous) I am walking / He is walking / They are walking
	Past Progressive (Continuous) I was walking / He was walking / They were walking
Year 3 Use of the present perfect form of verbs instead of the simple past.	Present perfect <i>He has gone out to play contrasted with He went out to play.</i>



Progression in Verbs

Year Group	Term & Additional Detail
Year 4 Standard English forms for verb inflections instead of local spoken forms	Verb inflections <i>We were instead of we was, or I did instead of I done]</i>
Year 5 Using modal verbs to indicate degrees of possibility.	Modal verbs Indicating degrees of possibility using modal verbs [for example, <i>might, should, will, must</i>]
	Use of verb prefixes and suffixes <i>Suffixes [for example, -ate; -ise; -ify]</i> <i>Verb prefixes [for example, dis-, de-, mis-, over- and re-]</i>
Year 6 Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms . Using passive verbs to affect the presentation of information in a sentence.	Subjunctive form <i>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of subjunctive forms such as <u>If I were</u> or <u>Were they</u> to come in some very formal writing and speech]</i>
	Active and passive voice 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</i> (by me)].



Progression in Sentence Structure

Year Group	Term & Additional Detail
EYFS	ELG – Write simple phrases and sentences that can be read by others. Write recognizable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.
Year 1	How words can combine to make sentences . Joining words and joining clauses using ' <i>and</i> '.
Year 2	Subordination (using when, if, that, because) Co-ordination (using or, and, but) Expanded noun phrases [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command .
Year 3	Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], Adverbs [for example, <i>then, next, soon, therefore</i>], Prepositions [for example, <i>before, after, during, in, because of</i>]



Progression in Sentence Structure

Year Group	Term & Additional Detail
Year 4	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 heard the bad news.</i>]
Year 5	Relative clauses beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun. Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]
Year 6	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</i> (by me)]. 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]



Progression in Text Structure

Year Group	Term & Additional Detail
EYFS	ELG – Write simple phrases and sentences that can be read by others. Write recognizable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters.
Year 1	Sequencing sentences to form short narratives. <i>(And short non-fiction pieces to inform)</i>
Year 2	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, she is drumming, he was shouting]
Year 3	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>]
Year 4	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.



Progression in Text Structure

Year Group	Term & Additional Detail
Year 5	Devices to build cohesion within a paragraph [for example, <i>then, after that, this, 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]
Year 6	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, in contrast, or as a consequence</i>], and ellipsis. Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]



Appendices

NC Spelling



Common exception words for Year 1



Here are some common exception words – words that are spelled without using the normal spelling rules – that children in England are expected to be able to spell by the end of Year 1 (age 6).

the

we

pull

a

no

full

do

go

he

to

so

me

today

by

she

of

my

house

said

here

our

says

there

friend

are

where

school

were

love

put

was

come

push

is

some

you

his

one

your

has

once

they

I

ask

be



Common exception words for Year 2



Here are some common exception words – words that are spelled without using the normal spelling rules – that children in England are expected to be able to spell by the end of Year 2 (age 7).

door	everybody	improve
floor	even	sure
poor	great	sugar
because	break	eye
find	steak	could
kind	pretty	should
mind	beautiful	would
behind	after	who
child	fast	whole
children	last	any
wild	past	many
climb	father	clothes
most	class	busy
only	grass	people
both	pass	water
old	plant	again
cold	path	half
gold	bath	money
hold	hour	Mr
told	move	Mrs
every	prove	parents



English – Appendix 1: Spelling

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.



English – Appendix 1: Spelling

Word list – years 5 and 6

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	