

WRITING PROGRESSION DOCUMENT



Domain	Aspect	Nursery	YR	Y1	Y2	Y3	Y4	Y5	Y6	
Transcription	- spelling - spelling rules and strategies	Hear and say the initial sound in words and begin to orally segment the sounds in simple words.	Spell words by identifying the sounds and then writing the sounds with letters.	Spell words containing taught phonemes.	Use a range of spelling strategies to spell many words correctly, including segmenting and applying spelling rules.					
	- spelling - common exception words and frequently misspelt words	Use mark making to represent familiar people and events and write some or all of their name.	Begin to spell some simple common exception words, such as the, to, no, go and I.	Spell age-appropriate common exception words and days of the week.	Spell age-appropriate common exception words with increasing confidence and accuracy.	Develop an increasing range of strategies to spell words that are often misspelt.	Spell words that are often misspelt with increasing accuracy.	Recognise words with 'silent' letters, such as knight and solemn.	Spell some words with 'silent' letters.	
	- spelling - alphabet	Use some of their print and letter knowledge in their early writing.	Begin to link the letters of the alphabet with the corresponding phoneme.	Name the letters of the alphabet in order, using letter names to distinguish between alternative spellings of the same sound.						
	- spelling - prefixes, suffixes, morphology and etymology	Join in with oral segmenting activities.	Use phonic knowledge to spell words.	Add the prefix un- and the suffixes -ing, -ed, -er, -est, -s or -es where no change is needed in the spelling of root words.	Add suffixes to spell longer words, including the suffixes -ment, -ness, -ful, -less and -ly.	Add prefixes and suffixes with increasing confidence.	Add further prefixes and suffixes with increasing accuracy and reference to the spelling rules.	Use further prefixes and suffixes, with their knowledge of morphology and etymology, to spell words.	Choose appropriate spelling strategies depending on the context, referring to prefixes, suffixes, morphology and etymology where appropriate.	
	- spelling - dictations	Give meaning to the marks they make as they draw, write or paint and share this with others.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Write simple sentences from memory that have been dictated by the teacher and include words using taught GPCs and common exception words.	Write simple sentences from memory that have been dictated by the teacher and include words using taught GPCs, common exception words and punctuation.	Write simple sentences from memory that have been dictated by the teacher and include words and punctuation taught in Year 3.	Write simple sentences from memory that have been dictated by the teacher and include words and punctuation taught in Year 4.			

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Handwriting	- letter formation	Shows a preference for a dominant hand and uses a comfortable grip with good control when holding pens and pencils. Writes some letters accurately.	Develop the foundations of a handwriting style by using a tripod grip to form lower-case and capital letters correctly.	Sit and hold a pencil correctly and begin to form lower-case letters, capital letters, handwriting families and digits correctly.	Write lowercase letters, capital letters and digits of the correct size, orientation and relationship to one another, with spaces between words that reflect the size of the letters.				
Handwriting	- drafting paragraphs	Begin to use mark making to communicate thoughts.	Use writing to communicate thoughts, ideas, experiences and events.	Write a sentence or sequence of sentences for a given purpose.	Write longer sequences of sentences for a range of genres, including fiction, non-fiction and poetry, using some age-appropriate features of the genre.	Begin to group related ideas into paragraphs.	Organise sentences with the same theme in paragraphs.	Use a wide range of devices to build cohesion within paragraphs.	Link ideas within and across paragraphs using a wider range of cohesive devices.
	- audience and purpose	Use mark making to support their play.	Use writing to support their play.	Write for a range of purposes.	Write for a range of purposes with increasing stamina and positivity.	Use simple organisational devices in non-narrative writing.	Use a range of organisational devices effectively to structure non-narrative writing.	Explore a range of organisational and presentational devices to structure texts that are appropriate for the audience and purpose of their writing.	Use a range of organisational devices effectively, adapting their text to suit the audience and purpose.
	- planning	Give meaning to the marks they are making as they are drawing, writing or painting.	Use talk to support the writing process.	Say out loud what they are going to write about, making simple pictorial or written records where appropriate.	Write down or say what they want to write about before beginning, including ideas and new vocabulary.	Plan, discuss and record ideas in notes on a writing frame, using similar writing to support with structure and vocabulary.	Make increasingly detailed notes on a range of given planning formats, using similar writing to support with structure, vocabulary and grammar.	Choose the most appropriate planning format and note initial ideas effectively.	Make detailed notes on an appropriate planning format, drawing on reading and research where necessary.
	- sentences	Talk about their pictures and mark making as they create.	Say words, captions and sentences out loud before writing.	Orally rehearse and write short sentences.	Explain, one sentence at a time, what they want to write.	Orally compose and write sentences using an increasing range of vocabulary and sentence structures.	Make some choices about vocabulary and sentence structure.	Select increasingly appropriate vocabulary and sentence structures for the genre of writing.	Select appropriate grammar and vocabulary to change and enhance meaning.

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Vocabulary, grammar and punctuation	– sentences	Begin to understand that writing is a representation of speech.	Break the flow of speech into words.	Leave spaces between words and join words and clauses using 'and'.	Use coordination and subordination to extend their sentences.	Express time, place and cause using conjunctions, adverbs and prepositions.	Use fronted adverbials, pronouns and conjunctions to vary their sentence structure.	Use relative clauses to give more information about the noun.	
	– punctuation		Be aware of the different punctuation marks in books.	Begin to use punctuation (capital letter, full stop, question mark, exclamation mark).	Use taught punctuation and new uses of punctuation (full stops, capital letters, exclamation marks, commas and apostrophes).	Use taught punctuation and new punctuation (inverted commas).	Use taught punctuation and new uses of punctuation (apostrophe, inverted comma, comma).	Use taught punctuation and the new uses of punctuation (commas, brackets, dashes).	Use taught punctuation and new punctuation (semicolon, colon, dash, bullet points and hyphens).
Transcription	– spelling – using apostrophes				Spell an increasing number of words with contracted forms and words that use the singular possessive apostrophe.	Use the possessive apostrophe to show singular possession and begin to use the possessive apostrophe for plural possession.	Use the possessive apostrophe correctly to show singular and plural possession.		
	– spelling – homophones				Distinguish between homophones and near-homophones.	Recognise and spell an increasing range of homophones.	Spell further homophones with increasing accuracy.	Recognise age-appropriate homophones and other words that are often confused.	Distinguish confidently between homophones and other words that are often confused.
Handwriting	– joining and legibility				Start using some diagonal and horizontal strokes to join letters.	Write increasingly legibly and consistently, often using the diagonal and horizontal strokes that are needed to join letters.	Use the diagonal and horizontal strokes that are needed to join letters and increase the legibility, consistency and quality of their handwriting.	Write legibly, fluently and with increasing speed, choosing the most appropriate writing implement for the task.	Write legibly, fluently and with increasing speed by choosing the appropriate letter shape and joining method where appropriate.