



## Writing Progression of Skills

(2022-2023)

	Composition	Spelling	Handwriting
N2s	<ul style="list-style-type: none"><li>• Notice some print, such as the first letter of a name, a bus or door number or familiar logo.</li><li>• Add some marks to their drawings, which they give meaning to.</li></ul>	<ul style="list-style-type: none"><li>• Uses Rhymes to support sound recognition.</li></ul>	<ul style="list-style-type: none"><li>• Enjoy drawing freely</li><li>• Develop mark making using a wide range of equipment.</li><li>• Make marks on their picture to stand for their name.</li></ul>
FS1	<ul style="list-style-type: none"><li>• Use some of their print and letter knowledge in their early writing, e.g. writing a pretend shopping list.</li><li>• Can write some letters accurately.</li><li>• Write some or all of their name.</li><li>• Articulate in longer sentences of four to six words.</li></ul>	<ul style="list-style-type: none"><li>• Can recognise words with the same initial</li><li>• Can spot and suggest rhymes</li><li>• Count or clap syllables</li><li>• Begin to orally blend</li></ul>	<ul style="list-style-type: none"><li>• Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</li><li>• Use a comfortable grip with good control when holding pens and pencils.</li><li>• Show a preference for a dominant hand</li></ul>



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<b>YR</b>	<ul style="list-style-type: none"><li>• Writes short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li><li>• Re-read what they have written to check that it makes sense.</li><li>• Articulate their ideas and thoughts in well-formed sentences.</li><li>• Connect one idea or action to another using a range of connectives.</li><li>• Describe events in some detail.</li><li>• Learn new vocabulary and use it throughout the day, including in different contexts. .</li><li>• Writes simple phrases and sentences which can be read by others.</li></ul>	<ul style="list-style-type: none"><li>• Spell words by identifying sounds and then writing the sound with letters.</li></ul>	<ul style="list-style-type: none"><li>• Forms lower case and capital letters correctly.</li><li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li><li>• Write recognisable letters, most of which are correctly formed.</li><li>•</li></ul>
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<b>Y1</b>	<ul style="list-style-type: none"> <li>Say out loud what they are going to write about.</li> <li>Composing sentences orally before writing.</li> <li>Leaving spaces between words.</li> <li>Joining words and clauses using and.</li> <li>Beginning to punctuate sentences using capital letters, full stops.</li> <li>Using a capital letter for people's names, places, days of the week and the personal pronoun I.</li> <li>Read aloud their writing clearly enough to be heard by the teacher and their peers.</li> <li>Sequencing sentences to form short narratives.</li> </ul>	<ul style="list-style-type: none"> <li>Spell words containing each of the 40+ phonemes already taught.</li> <li>Spell common exception words.</li> <li>Spell the days of the week.</li> <li>Name the letters of the alphabet in order. Use letter names to distinguish between alternative spellings of the same sound.</li> <li>Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.</li> <li>Use the prefix un-.</li> <li>Use -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest].</li> <li>Apply simple spelling rules and guidance, as listed in English Appendix 1.</li> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters.</li> <li>Form digits 0-9.</li> <li>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these.</li> </ul>
<b>Y2</b>	<ul style="list-style-type: none"> <li>To use apostrophes to mark singular possession in nouns and contractions.</li> <li>Use commas to separate items in a list.</li> <li>Sentences with different forms: statements, commands, exclamations and questions.</li> <li>Expanded noun phrases to describe and specify.</li> <li>The present and past tense correctly and consistently. including the progressive form.</li> <li>Subordination and coordination.</li> <li>Re-read what they have written to check it makes sense and with the correct intonation.</li> </ul>	<ul style="list-style-type: none"> <li><b>Proofreading-</b> After writing, teach pupils to: Use a reliable source (word bank, environmental print) to check their spelling at the proofreading stage. Check writing for mistakes in common exception/tricky words. Ensure that guidance on marking is used to support children's proofreading.</li> <li><b>Homophones-</b> Introduce Year 2 homophones when relevant. (example homophones: <i>see/sea, be/bee blue/blew, bear/bare, flour/flower, hear/here, whole/ hole, one/won, sun/son, no/know, night/knight, to/too/two</i>).</li> <li><b>Year 2 phonics-</b> The sound /dʒ/ spelt</li> </ul>	<ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one.</li> <li>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 not joined.</li> <li>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>Use spacing between words that reflects the size of the letters.</li> </ul>



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- Beginning to punctuate sentences with question marks and exclamation marks.

- '-ge' and '-dge' at the end of words, and sometimes spelt as 'g' elsewhere in words before 'e', 'i' and 'y'. The /s/ sound spelt 'c' before 'e', 'i' and 'y'. The /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words
- Common exception words-** /aɪ/ sound spelt 'i' in common exception words: *find, kind, mind, behind, child (children), wild, climb* as well as others as needed by pupils.
- Strategies at the point of writing**  
Teach, practise and apply spelling strategies at the point of writing using Have a Go strategies.
- Homophones and near homophones** *quite/quiet, night/knight, new/knew, not/knot, they're/there/their* and others as relevant
- Apostrophe-** The possessive apostrophe (singular nouns)  
Apostrophe for contractions (*can't, didn't, hasn't, it's, couldn't, I'll, they're*)
- Year 2 phonics-**The /aɪ/ sound spelt 'y' at the end of words The /i:/ sound spelt '-ey'. The /r/ sound spelt '-wr' at the beginning of words. The /ɒ/ sound spelt 'a' after 'w' and 'qu' The sound /ʒ/ spelt 's'
- Common exception words-**  
Examples include: *most, only, both, could, would, should, move, prove, improve* and others as needed by pupils.
- Suffixes-** Adding endings '-ing-', '-ed', '-er', '-est', '-y' to words ending in 'e' with a consonant before it Adding '-ing-', '-ed', '-er', '-est' and '-y' to



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words of one syllable ending in a single consonant letter after a single vowel letter. Adding '-es' to nouns and verbs ending in 'y' The suffixes '-ful', '-less' and '-ly'. Words ending in '-tion'

- **Year 2 phonics-** The /l/ or /əl/ sound spelt '-el' at the end of words. The /l/ or /əl/ sound spelt '-al' at the end of words. The /l/ or /əl/ sound spelt '-il' at the end of words (unusual spelling) The /ɔ:/ sound spelt 'a' before 'l' and 'll' The /ɔ:/ sound spelt 'ar' after 'w' The /ʌ/ sound spelt 'o' The /ɜ:/ sound spelt 'or' after 'w'.
- **Suffixes-** Adding endings '-ing', '-ed', '-er', and '-est' to words ending in 'y' The suffixes '-ment', '-ness',



Y3

- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
- Organising paragraphs around a theme.
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Using fronted adverbials.
- Using direct speech.
- Using headings and sub-headings.

- **Proofreading-** Proofread own writing for misspellings of personal spelling list words.
- **Prefixes and suffixes-** Revise prefix 'un'.. New prefixes: 'pre-', 'dis-', 'mis-', 're'.. Revise suffixes from Year 2: '-s', '-es', '-ed', '-ing', '-er'
- **Rare GPCs-** The /eɪ/ sound spelt 'ei', 'eigh', or 'ey' The /ɪ/ sound spelt 'y'. Words ending with the /g/ sound spelt 'gue' and the /k/ sound spelt '-que' (French in origin)
- **Homophones-** *brake/break, grate/great, eight/ate, weight/wait, son/sun*
- **Apostrophe-** Revise contractions from Year 2
- **Prefixes and suffixes-** Prefixes: 'sub-', 'tele-', 'super-', 'auto-' Suffixes 'less' and 'ly'
- **Rare GPCs-** The /ʃ/ sound spelt 'ch' (mostly French in origin) The /k/ sound spelt 'ch' (Greek in origin)
- **Homophones-** *here/hear, knot/not, meat/meet*
- **Prefixes and suffixes-** Suffix '-ly' with root words ending in 'le' and 'ic' Previously taught suffixes.
- **Rare GPCs-** The /ɪ/ sound spelt 'y' other than at the end of words (*gym, myth*). The /ʌ/ sound spelt 'ou' (*young, touch*).
- **Homophones-** *heel/heal/he'll, plain/plane, groan/grown, rain/ rein/reign*

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined.
- Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders.



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Y4

- 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.
- Using conjunctions, adverbs and prepositions to express time and cause.
- Using commas after fronted adverbials.
- Indicating possession by using the possessive apostrophe with plural nouns.
- Punctuating direct speech.

- **Proofreading-** Model how to use various strategies in proof- reading, including using a dictionary.
- **Word endings:-** Words ending /ure/ (*treasure, measure*)
- **Prefixes and Suffixes-**Prefixes `in-`, `il-`, `im-` and `ir-`. Adding suffixes beginning with vowel letters to words of more than one syllable (`-ing`, `-en`, `-er`, `ed`)
- **Homophones-** *peace/piece, main/mane, fair/fare*
- **Apostrophe-**Possessive apostrophe with singular proper nouns (*Cyprus's population*)
- **Rare GPCs-** The /g/ sound spelt `gu`
- **Word endings-** Words ending /tʃə/ spelt `ture` (*creature, furniture*). Endings that sound like /ʃən/, spelt `-tion`, `-sion`, `-ssion`, `-cian` (*invention, comprehen- sion, expression, magician*).
- **Prefixes and Suffixes** Prefixes `anti-` and `inter-` Suffix `-ation`
- **Homophones-** *scene/seen, male/mail, bawl/ball*
- **Rare GPCs-** Words with the /s/ sound spelt `sc` (Latin in origin).
- **Word endings-** Endings that sound like /ʒən/ spelt `-sion` (*division, confusion*).
- **Prefixes and Suffixes-** Suffix `-ly`. Teach the exceptions, for example `y` changed to `i`, `le` ending changed to `ly`, `ic` ending changed to `-ally`. Suffix `-ous` (*poisonous, outrageous*).
- **Homophones-** *whether/weather, who's/whose, missed/mist, medal/meddle, team/teem*.
- **Apostrophe-** Apostrophe for possession, including singular and plural

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined.
- Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].



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Y5	<ul style="list-style-type: none"> <li>Identifying the audience for and purpose of the writing.</li> <li>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.</li> <li>Using passive verbs to affect the presentation of information in a sentence.</li> <li>Using the perfect form of verbs to mark relationships of time and cause.</li> <li>Using expanded noun phrases to convey complicated information concisely.</li> <li>Using modal verbs or adverbs to indicate degrees of possibility, probability and certainty.</li> <li>Using relative clauses beginning with who, which, where, when, whose.</li> <li>Using commas to clarify meaning or avoid ambiguity in writing</li> <li>Using semi-colons, colons or dashes to mark boundaries between independent clauses.</li> <li>Using modal verbs or adverbs to indicate degrees of possibility.</li> </ul>	<ul style="list-style-type: none"> <li><b>Proofreading-</b> Checking from another source after writing (spell check if on screen, spelling journals, environmental print, spelling partners). Check writing for misspelt words that are on the Years 5 and 6 word list</li> <li><b>Rare GPCs-</b> Words with 'silent' letters</li> <li><b>Morphology/ Etymology-</b> Use spelling journals to record helpful etymological notes on curious or difficult words</li> <li><b>Word endings-</b> Words with the letter string '-ough' Words ending in '-able' and '-ible'</li> <li><b>Homophones-</b> <i>isle/aisle, aloud/allowed, affect/effect, herd/ heard, past/passed</i></li> <li><b>Hyphen-</b> Use of the hyphen (<i>co-ordinate, co-operate</i>)</li> <li><b>Dictionary-</b> Use of a dictionary to support teaching of word roots, derivations and spelling patterns. Use of a dictionary to create word webs</li> <li><b>Rare GPCs-</b> Teach words with rare GPCs from the Year 5 and 6 word list (<i>bruise, guarantee, queue, immediately, vehicle, yacht</i>). Words with the /i:/ sound spelt 'ei' after 'c' (<i>receive, ceiling</i>)</li> <li><b>Word endings-</b> Words ending in '-ably' and '-ibly'. Revise words ending in '-able' and '-ible'</li> <li><b>Homophones-</b> <i>altar/alter, led/lead, steal/steel</i></li> <li><b>Dictionary-</b> Use a dictionary to create</li> </ul>	<ul style="list-style-type: none"> <li>Write legibly, fluently and with increasing speed by:</li> <li>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>Choose the writing implement that is best suited for task.</li> </ul>



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- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Proof reading for spelling and punctuation errors.
- Assess the effectiveness of their own and others' writing.

- collections of words with common roots
- **Homophones-** (*cereal/serial, father/farther, guessed/guest, morning/mourning, who's/whose*)
- **Suffixes-** Problem suffixes
- **Dictionary-** Teach use of dictionary to check words, refer- ring to the first three or four letters
- **Morphology/ Etymology-** Teach morphemic and etymological strategies to be used when learning specific words



<p><b>Y6</b></p>	<ul style="list-style-type: none"> <li>Selecting the appropriate form and using other similar writing as models for their own.</li> <li>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</li> <li>Using brackets, dashes or commas to indicate parenthesis.</li> <li>Using hyphens to avoid ambiguity.</li> <li>Using a colon to introduce a list</li> <li>Punctuating bullet points consistently.</li> <li>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>Proof-reading for spelling and punctuation errors.</li> <li>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>Using expanded noun phrases to convey complicated information concisely.</li> </ul>	<ul style="list-style-type: none"> <li><b>Proofreading</b>-Proofreading someone else's writing. Note down strategies that help in spelling journals</li> <li><b>Rare GPCs</b>-Revise words with the /i:/ sound spelt 'ei' after 'c'.</li> <li><b>Prefixes and Suffixes</b>- Adding suffixes beginning with vowel letters to words ending in '-fer'.</li> <li><b>Word endings</b>-Endings that sound like /ous/ spelt '-cious' or '-tious' (<i>precious, ambitious</i>)</li> <li><b>Homophones</b> -<i>advice/advise, device/devise, licence/license, practice/practise, prophecy/prophesy</i></li> <li><b>Prefixes and Suffixes</b>-Generating words from prefixes and suffixes</li> <li><b>Word endings</b>-The /ʃəl/ sound, words ending 'tial' and 'cial' (<i>official, special, artificial, partial, confidential, essential</i>)</li> <li><b>Homophones</b>-<i>compliment/complement, desert/dessert, principal/principle, profit/prophet, stationery/ stationary</i>. All homophones from KS2</li> <li><b>Rare GPCs</b>- Revise words with rare</li> </ul>	<ul style="list-style-type: none"> <li>Write legibly, fluently and with increasing speed by:</li> <li>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>Choose the writing implement that is best suited for task.</li> </ul>



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GPCs from the Years 5 and 6 word list  
(*bruise, guarantee, queue, immediately, vehicle, yacht*)

- **Word endings**-Words ending in '-ant', '-ance'/'-ancy', '-ent', '-ence'/'-ency'
- **Homophones and near homophones**  
*draft/draught, dissent/descent, precede/pro-ceed, wary/weary*



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