

Progression in Writing and SPaG

	Reception	Year 1	Year 2	Year 3 and Year 4	Year 5 and Year 6
Phonic & Whole word spelling	<ul style="list-style-type: none"> Spell words by identifying the sounds and then writing the sound with letter/s. Begin to spell common exception words 	<ul style="list-style-type: none"> Spell words containing each of the 40+ phonemes taught Spell common exception words Spell the days of the week Name the letters of the alphabet in order Using letter names to distinguish between alternative spellings of the same sound 	<ul style="list-style-type: none"> 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 Distinguishing between homophones and near-homophones 	<ul style="list-style-type: none"> Spell further homophones Spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> Spell some words with 'silent' letters 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 Appendix 1
Other word building spelling		<ul style="list-style-type: none"> Using the spelling rule for adding -s or -es as the plural marker for nouns and the 	<ul style="list-style-type: none"> Learning the possessive apostrophe (singular) Learning to spell 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for

		<p>third person singular marker for verbs</p> <ul style="list-style-type: none"> Using the prefix un- Using -ing, -ed, -er and -est where no change is needed in the spelling of root words Apply simple spelling rules and guidance from Appendix 1 	<p>more words with contracted forms</p> <ul style="list-style-type: none"> Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly Apply spelling rules and guidelines from Appendix 1 	<ul style="list-style-type: none"> Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<p>adding them</p> <ul style="list-style-type: none"> 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
Transcription	<ul style="list-style-type: none"> Write simple phrases and sentences that can be read by others Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. 	<ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	
Handwriting	<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed; Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

	<p>cases</p> <ul style="list-style-type: none"> • Begin to form capital letters • Begin to form number 0-9. 	<p>the right place</p> <ul style="list-style-type: none"> • Form capital letters • Form digits 0-9 • Understand which letters belong to which handwriting 'families' and to practise these 	<p>understand which letters, when adjacent to one another, are best left unjoined</p> <ul style="list-style-type: none"> • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • Use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> • Increase the legibility, consistency and quality of their handwriting 	<p>suited for a task</p>
Contexts for Writing			<ul style="list-style-type: none"> • Writing narratives about personal experiences and those of others (real and fictional) • Writing about real events • Writing poetry • Writing for different purposes 	<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 	<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 • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Composition: Planning Writing	<ul style="list-style-type: none"> • Write simple phrases and sentences that 	<ul style="list-style-type: none"> • saying out loud what they are going to write 	<ul style="list-style-type: none"> • Planning or saying out loud what they are 	<ul style="list-style-type: none"> • Discussing and recording ideas • Composing and 	<ul style="list-style-type: none"> • Noting and developing initial ideas, drawing on

	can be read by others.	<p>about</p> <ul style="list-style-type: none"> • composing a sentence orally before writing it • Sequencing sentences to form short narratives 	going to write about	rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	reading and research where necessary
Drafting Writing			<ul style="list-style-type: none"> • Writing down ideas and/or key words, including new vocabulary • Encapsulating what they want to say, sentence by sentence 	<ul style="list-style-type: none"> • Organising paragraphs around a theme • In narratives, creating settings, characters and plot • In non-narrative material, using simple organisational devices (headings & subheadings) 	<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
Editing Writing	<ul style="list-style-type: none"> • Begin to discuss what they have written with the teacher or other pupils • Begin to re-read what they have written to check it makes sense 	<ul style="list-style-type: none"> • Re-reading what they have written to check 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 teachers. 	<ul style="list-style-type: none"> • Make simple additions, revisions and corrections to their 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 • Read aloud what they have written with appropriate intonation to make the meaning clear 	<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 • Proofread 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 the volume so that the meaning is clear 	<ul style="list-style-type: none"> • 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
Vocabulary, grammar and punctuation		<p>Develop their understanding of the concepts in Appendix 2 by:</p> <ul style="list-style-type: none"> • Leaving spaces 	<p>Develop their understanding of the concepts in Appendix 2 by:</p> <ul style="list-style-type: none"> • Learning how to 	<p>Develop their understanding of the concepts in Appendix 2 by:</p> <ul style="list-style-type: none"> • Extending the 	<p>Develop their understanding of the concepts in Appendix 2 by:</p> <ul style="list-style-type: none"> • Recognising

		<p>between words</p> <ul style="list-style-type: none"> • Joining words and sentences using <i>and</i> • Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Using a capital letter for the names of people, places, the days of the week and the personal pronoun <i>I</i> 	<p>use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>Learn how to use:</p> <ul style="list-style-type: none"> • Sentences with different forms: statements, question, exclamation, command • Expanded noun phrases to describe and specify • The present and past tenses correctly and consistently • Subordination and coordination • Some features of written Standard English 	<p>range of sentences with more than one clause by using a wider range of conjunctions</p> <ul style="list-style-type: none"> • Using the present perfect form of verbs in contrast to the past tense • Choosing nouns or pronouns for clarity and to avoid repetition • Use conjunctions, adverbs and prepositions to express time and cause • Use fronted adverbials <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • Using commas after fronted adverbials • Indicate possession by using the possessive apostrophe with plural nouns • Using <i>and</i> punctuating direct speech 	<p>vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <ul style="list-style-type: none"> • 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 <i>who</i>, <i>which</i>, <i>where</i>, <i>when</i>, <i>whose</i>, <i>that</i> or with an implied <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • Using commas to clarify meaning or avoid ambiguity in writing
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					<ul style="list-style-type: none">• 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
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Appendix 1 - Spelling

Appendix 1 provides examples of words embodying each pattern which is taught. Many of the words listed as 'example words' for years 1 and 2, including almost all those listed as 'exception words', are used frequently in pupils' writing, and therefore it is worth pupils learning the correct spelling.

The word-lists for years 3 and 4 and years 5 and 6 are statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught within the four years of key stage 2 alongside other words that teachers consider appropriate.

You can find Appendix 1 [here](#).

Appendix 2 – Vocabulary, Grammar and Punctuation

Year	Word	Sentence	Text	Punctuation	Terminology for Pupils
1	<ul style="list-style-type: none"> Regular plural noun suffixes -s or -es including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un- changes the meaning of verbs and adjectives 	<ul style="list-style-type: none"> How words can combine to make sentences Joining words and joining clauses using and 	<ul style="list-style-type: none"> Sequencing sentences to form short narratives 	<ul style="list-style-type: none"> 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 	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark
2	<ul style="list-style-type: none"> Formation of nouns using suffixes such as -ness, -er and by compounding Formation of adjectives using suffixes such as -ful, -less Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives 	<ul style="list-style-type: none"> Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and How the grammatical patterns in a sentence indicate its function as a statement, 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

	into adverbs	question, exclamation or command		possession in nouns	
3	<ul style="list-style-type: none"> Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] 	<ul style="list-style-type: none"> Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Introduction to inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')
4	<ul style="list-style-type: none"> The grammatical difference between plural and possessive -s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] 	<ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Use of inverted commas and other punctuation to indicate direct speech Apostrophes to mark plural possession Use of commas after fronted adverbials 	<ul style="list-style-type: none"> determiner pronoun, possessive pronoun adverbial
5	<ul style="list-style-type: none"> Converting nouns or adjectives into 	<ul style="list-style-type: none"> Relative clauses beginning with 	<ul style="list-style-type: none"> Devices to build cohesion within a 	<ul style="list-style-type: none"> Brackets, dashes or commas to 	<ul style="list-style-type: none"> modal verb, relative pronoun relative

	<p>verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-]</p>	<p>who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p>	<p>paragraph [for example, then, after that, this, firstly]</p> <ul style="list-style-type: none"> Linking ideas across paragraphs using adverbials of time, place and number or tense choices 	<p>indicate parenthesis</p> <ul style="list-style-type: none"> Use of commas to clarify meaning or avoid ambiguity 	<p>clause parenthesis, bracket, dash cohesion, ambiguity</p>
6	<ul style="list-style-type: none"> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing How words are related by meaning as synonyms and antonyms 	<ul style="list-style-type: none"> Use of the passive to affect the presentation of information in a sentence The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] 	<ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] 	<ul style="list-style-type: none"> Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] 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, man eating shark versus man-eating shark, or recover versus re-cover] 	<p>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>