Writing Curriculum Progression 2021-22

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling	Blend sounds they hear to make simple words. Begin to break the flow of speech into words.	Use phonic knowledge to write words in ways that match spoken sounds. Write some irregular common words.	Spell some common exception words Spell the days of the week Adding s or es as the plural marker of nouns · Using –ing, –ed, –er and –est where no change is needed in the spelling of root words Using the prefix un–	Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly · Spelling many common exception words · Spelling some words with contracted forms · Adding suffixes to spell some words e.g. –ment, –ness, –ful, –less, –ly	Spell words with additional prefixes and suffixes and understand how to add them to root words, for example – form nouns using super, anti, auto Recognise and spell additional homophones, for example – he'll, heel, heal Spell correctly word families based on common words, for example – solve, solution, solver Spell identified commonly misspelt words from Year 3 and 4 word list .	Spell words with additional prefixes and suffixes and understand how to add them to root words. for example – ation, ous, ion, ian Recognise and spell additional homophones, for example – accept and except, whose and who's Spell identified commonly misspelt words from Year 3 and 4 word list	Form verbs with prefixes, for example, dis, de, mis, over and re. Convert nouns or adjectives into verbs by adding a suffix. for example, ate, ise, ify. Spell some words with 'silent' letters, e.g. knight, psalm, solemn. Distinguish between homophones and other words which are often confused. Spell identified commonly misspelt words from the Year 5 and 6 word list.	Spelling most words correctly (Years 5 and 6)
Composition, punctuation and grammar	Understands names/use of objects. Show understanding of prepositions Respond to simple questions Begin to understand how or why questions	Children write simple sentences that can be read by themselves and others.	Write sentences to form short narratives . Separation of words with spaces · Using 'and' to join words and clauses. · 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	Demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks · Use of commas to separate items in a list · Using sentences with different forms in their writing (statements, questions, exclamations and commands) · Using some expanded noun phrases to describe and specify ·	Begin to use inverted commas for direct speech Indicate possession using the possessive apostrophe with plural nouns Use the forms a or an Use a range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although Begin to use	Use other punctuation in direct speech, including a comma after the reporting clause. Use apostrophes to mark plural possession. Use commas after fronted adverbials Use of paragraphs to organise ideas around a theme Write a narrative with a clear structure, setting, characters and plot Use a range of	Use the features and structures of text types taught so far. Start sentences in different ways. Use stylistic devices to create effects in writing, for example, simile, metaphor and personification. Organise writing into paragraphs to show different information or events. Use cohesive devices (connecting	Creating atmosphere, and integrating dialogue to convey character and advance the action, selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs using passive and

				week, and the personal pronoun 'I'	Using present and past tense mostly correctly and consistently · Using co-ordination (or / and / but) and some subordination (when / if / that / because)	fronted adverbials Use the perfect form of verbs to mark relationships of time and cause Use conjunctions, adverbs and prepositions to express time and cause Write a narrative with a clear structure, setting, characters and plot Write a non-narrative using simple organisational devices such as headings and sub-headings	sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Use conjunctions, adverbs and prepostions to express time and cause Indicate possession using the possessive apostrophe with plural nouns Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition Use fronted adverbials, for example, 'Later that day, I went shopping.' Use expanded noun phrases with modifying adjectives and prepositional phrases	adverbs and adverbials) to link ideas within paragraphs. Use modal verbs or adverbs to indicate degrees of possibility. Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Use expanded noun phrases to convey complicated information concisely Use commas and hyphens to clarify meaning or avoid ambiguity in writing. Use brackets, dashes or commas to indicate parenthesis. Use semi-colons, colons or dashes to mark boundaries between independent clauses Use a colon to introduce a list Ensure the consistent and correct use of tense throughout a piece of writing. Ensure correct subject and verb agreement when using singular and plural.	modal verbs mostly appropriately using a wide range of clause structures, sometimes varying their position within the sentence using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens use of layout devices (headings, sub-headings, columns, bullets, or tables, to structure text)

Handwriting	Give meaning to marks they make as they draw, write or paint.	Uses some clearly identifiable letters to communicate meaning	Form most lower-case letters in the correct direction, starting and finishing in the right place (entry and exit flicks) · Form most capital letters correctly	Using the diagonal and horizontal strokes needed to join letters in some of their writing Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Using spacing between words	Use the diagonal and horizontal strokes that are needed to join letters Understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of handwriting	Use the diagonal and horizontal strokes that are needed to join letters Understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting (must be cursive and joined)	Write legibly, fluently and with increasing speed (must be cursive and joined)	Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.
Key Vocabulary			letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	*All previous year group vocabulary plus;* noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	*All previous year group vocabulary plus;* preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	*All previous year group vocabulary plus;* determiner, pronoun, possessive pronoun adverbial	*All previous year group vocabulary plus;* modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	*All previous year group vocabulary plus;* subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet point