

Key writing skills progression

Year R New Skills:

| | |
|-------------------------------|--|
| Speaking and Listening | Responds to what they hear with relevant questions, comments and actions. |
| | Makes comments and asks questions to clarify understanding. |
| | Holds a conversation when engaged in back-and-forth exchanges with teachers and peers. |
| | Offers own ideas and includes recently introduced vocabulary. |
| | Offers explanations using recently learned vocabulary. |
| | Expresses ideas and feelings using full sentences. |
| | Uses past and present tense in speech. |
| | Makes use of conjunctions with modelling and support from the teacher. |
| Writing | Writes recognisable letters, most of which are correctly formed. |
| | Spells words by identifying the sounds in them and representing them. |
| | Writes simple phrases and sentences that can be read by others. |

Year 1 New skills:

| | |
|--|---|
| Autumn term 1 | Knows and forms digits 0-9. |
| | Knows and forms the lower case letters of the alphabet. |
| | Writes the letters of the alphabet in the correct direction. |
| | Knows and forms capital letters of the alphabet. |
| | Can spell with phase 2 sounds correctly. |
| | Can spell with some phase 3 sounds correctly with others being phonetically plausible. |
| | Begins to separate words with finger spaces. |
| Autumn term 2 | Can say what they are going to write about. |
| | Uses full stops sometimes. |
| | Uses capital letters at the beginning of a sentence sometimes. |
| | Can write simple dictated sentences. |
| Spring term 1 | Can write simple questions. |
| | Can use a question mark. |
| | Can read their own words. |
| Spring term 2 | Can use capital letters at the beginning of a sentence most of the time. |
| | Can use full stops at the end of a sentence most of the time. |
| | Can use capital letters for names and I. |
| | Can spell with many phase 3 sounds correctly. |
| | Can spell with some phase 5 sounds correctly. |
| Summer term 1 | Can use adjectives to describe. |
| | Can read aloud clearly enough to be heard. |
| | Can use the un- prefix. |
| | Can add –ing and –ed to verbs where there is no change to the root word. |
| | Can use the –s –es suffix where no change is made to the root word. |
| | Can use and to link sentences together. |
| Summer term 2 | Can sequence sentences to make short narratives that make some sense. |
| | Can use capital letters at the beginning of a sentence. |
| | Can use exclamation marks. |
| | Can add –er –est to make adjectives where there is no change to root word. |
| | Can spell with most phase 3 sounds correctly. |
| | Can spell with many phase 5 sounds correctly and makes phonetically plausible attempts at others. |
| | Spells the days of the week. |
| | Can make some appropriate vocabulary choices. |
| Can read their work to check that it makes sense and make changes. | |

| Yeargroup Spellings | |
|--|--|
| Spelling string or pattern | Examples |
| Days of the week | Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday |
| -ing suffix (no change to root word) | Jumping, milking, moaning, drinking, golfing, blinking. |
| -ed suffix (no change to root word) | Jumped, milked, moaned, blinked, helped, stomped. |
| -er suffix (no change to root word) | Jumper, gardener, layer, mower, bother, blower |
| -est suffix (no change to root word) | Fastest, hardest, slowest, smartest, tightest, smoothest |
| -s –es suffix (no change to root word) | Buses, churches, foxes, chins, cheeks, fingers |
| Common exception words | |

| Year 2 New skills: | |
|----------------------|---|
| Autumn term 1 | Recognise phase 5 sounds with some known correct choices. |
| | Capital letters and digits written the correct size and correlation to one and other. |
| | Consistent lead-ins and outs. |
| | Write simple dictated sentences. |
| | Write question marks consistently. |
| Autumn term 2 | Plan writing. |
| | Write simple sentences to form a narrative. |
| | Use expanded noun phrases. |
| | Use coordination: and, or, but to link ideas. |
| | Write exclamations. |
| Spring term 1 | Recognise and write phase 5 sounds with many correct choices. |
| | Reduced but legible finger spaces. |
| | Use subordination; when, if, that, because to add information. |
| | Use present tense |
| | Recognise the difference between statements and commands. |
| | Recognise and use –s –es suffixes for plurals. |
| Spring term 2 | Use plans to organise writing ideas. |
| | Revision of past tense –ed with root words that don't change. |
| | Use past tense –ed with words that end in –y –e short vowel sound ending |
| | Edit to make simple additions to their writing using a green pen. |
| | Recognise common homophones. |
| | Secure knowledge of suffix rules for past tense. |
| Summer term 1 | Check that writing makes sense. |
| | Can use a green pen to make simple edits. |
| | Use contracted forms of words. |
| | Possessive apostrophe |
| | Write narratives that are longer and have a beginning and an ending. |
| Summer term 2 | Check for errors in spelling and correct misspellings |
| | Check that the correct tense is maintained. |
| | Use the suffixes –ment, -ness, -ful, -less, -ly |
| | Consistent tense throughout story. |
| | Can apply suffix rules most of the time. |
| | Can use a possessive apostrophe correctly, identifying the difference between plurals and possession. |
| | Recognise and write phase 5 sounds with mostly correct choices. |

| Yeargroup Spellings | |
|-----------------------------------|---|
| Spelling string or pattern | Examples |
| Ge and dge | Bridge, edge, ledge, hedge, sage, stage, college |
| /j/ as g | Magic, gel, gem, giant, giraffe, |
| Kn and gn | Knight, knock, knee, knick, gnome, gnat, gnash, gnarl. |
| Wr | Write, wren, wreck, wrap, wrote |
| –le and –el like little and camel | Camel, chapel, cancel, axle, little, table, apple, middle |

| | |
|--------------------------------|---|
| y as in July | July, fly, try, cry, why, by, sky, fry, sly, apply, reply |
| a sound in all and always | All, ball, small, always, tall, fall, stall, hall, wall |
| o as in brother, other, mother | Brother, other, mother, cover, oven, above, love, glove |
| -ey as in donkey | Donkey, key, money, honey, valley, monkey, journey |
| a after w as in want | Want, was, wand, wad, wash, wasp, watch, wallet |
| o after w as in worm | Worm, word, work, world, worst, worthy, worth |
| s as in usual, television | Usual, television, vision, visual, treasure, pleasure |

| Year 3 New skills: | |
|--|---|
| Autumn term 1 | Can compose and rehearse sentences orally. |
| | Can add suffixes to words with more than one syllable. |
| | Chooses phase 5 sounds mostly correctly throughout writing. |
| | Uses past tense suffixes correctly. |
| | Can use a range of conjunctions correctly. |
| Autumn term 2 | Can use adverbs with no change to the root word. |
| | Can use more than one conjunction in a sentence correctly. |
| | Can join some letters throughout handwriting. |
| | Can proofread their own work and other's to check for errors and fix them. |
| | Can maintain tense throughout writing, |
| Spring term 1 | Can use adverbs ending in -le -al -ic |
| | Spells homophones correctly. |
| | Chooses a or an correctly. |
| | Uses ambitious word choices to add details. |
| | Can use a dictionary to check spelling. |
| | Uses and punctuates speech accurately including inverted commas. |
| Spring term 2 | Spells more complex homophones and near homophones. |
| | Uses a range of prepositions. |
| | Begins to develop plot in a narrative. |
| | Begins to create settings in stories. |
| | Begins to develop multiple characters in stories. |
| | Joins up writing. |
| Summer term 1 | Uses prefixes dis- mis- bi- re- de- |
| | Uses present perfect tense. |
| | Shows an awareness of time, place and cause. |
| | Uses a range of conjunctions, adverbs and prepositions to show time, place and cause. |
| | Organises writing into paragraphs with linked ideas. |
| Summer term 2 | Can use a dictionary to check spelling independently. |
| | Can use a green pen to edit spellings and mistakes. |
| | Can edit and improve sentence structure. |
| | Uses suffix rules correctly throughout writing. |
| | Writes with consistent tense. |
| | Writes with a legible plot. |
| Writes using all learned punctuation: ? ! "" , ' , | |

| Yeargroup Spellings | |
|--------------------------------------|--|
| Spelling string or pattern | Examples |
| Ei, eigh, ey version of /ai/ | Eight, weight, neighbour, freight, beige, rein, vein, they, grey, prey, obey |
| /i/ sound written as y as in mystery | Mystery, gym, crystal, myth, symbol, pyramid |
| /k/ sound as ch as in scheme | Scheme, school, stomach, ache, echo, chorus, monarch |
| /k/ sound as que as in unique | Unique, opaque, plaque, technique, |
| /g/ sound as gue as in league | League, fatigue, plague, tongue, intrigue, rogue |
| /sh/ sound as ch as in chef | Chef, machine, parachute, Chicago, machinery |

| | |
|-----------------------------|---|
| /u/ sound as ou as in young | Young, enough, touch, double, country, courage, rough |
| /sure/ as in measure | Measure, treasure, pleasure, enclosure |

| Year 4 New skills: | |
|---|---|
| Autumn term 1 | Consistently uses apostrophes for possession – singular and plural. |
| | Recognises the term determiner. |
| | Writes expanded noun phrases knowing the terms: determiner, adjective and noun. |
| | Uses prepositional phrases. |
| | Uses all necessary punctuation for direct speech. |
| Autumn term 2 | Uses Expanded noun phrases with ambitious modifying adjectives and prepositional phrases eg: the heroic soldier with an unbreakable spirit. |
| | Uses the possessive apostrophe with plural words and irregular plurals eg: children. |
| | Uses some prefixes: in- il- im- ir- sub- super- anti- auto- inter- ex- non- |
| | Knows the vocab ‘pronouns’ and uses them intermittently instead of nouns. |
| | Can organise writing into paragraphs around a theme. |
| | Uses a dictionary efficiently to assist with spelling and word meaning. |
| Spring term 1 | Recognises and uses prefixes previously taught. |
| | Uses subordinate clauses and a wide range of conjunctions that are sometimes in varied positions within sentences. |
| | Forms nouns with the suffix –ation. |
| | Spells words with the suffix –out with no changes to the root word. |
| | Spells words with the suffix –out with changes to the root word. |
| | Proofreads own and others’ work to increase cohesion. |
| | Handwriting is consistent and quick and doesn’t detract from writing ideas down. |
| Spring term 2 | Uses a variety of sentence structures within narratives. |
| | Maintains tense throughout the narrative. |
| | Uses most prefixes: in- il- im- ir- sub- super- anti- auto- inter- ex- non- |
| | Understands standard English and can use this in writing eg: we were, not we was. |
| | Explores structure and layout of different genres to use within own writing. |
| Summer terms | Uses green pen to make effective changes to writing. |
| | Develops and writes a clear, simple plot within a narrative. |
| | Uses language to create atmosphere. |
| | Uses reading aloud to share meaning using intonation and tone. |
| | Uses ambitious language choices learned through the year to create detailed settings and characters. |
| | Chooses between nouns or pronouns to aid cohesion and avoid repetition. |
| Uses most prefixes: in- il- im- ir- sub- super- anti- auto- inter- ex- non- | |

| Yeargroup Spellings | |
|---|--|
| Spelling string or pattern | Examples |
| sion and ssion depending on spelling of the root word (root ending in se de d) | Collision, confusion, conclusion, erosion, persuasion, tension, expression, aggression, confession, discussion |
| tion (if root ending is ss or mit), (ion if root ending is t or te) | Operation, relation, situation, translation, imagination, option, attraction, correction. |
| cian (if root ending is c or cs) | Magician, optician, physician, musician, electrician |
| /s/ sound as sc as in science | Science, scene, scissors, scent, crescent |
| Form nouns with the suffix –ation | Nation, hesitation, station, education, population, relation, consideration, conversation. |
| Spell words with the suffix –ous with no change to the root word, words ending in y our e – spelling rule | Dangerous, furious, humerous, adventurous, hilarious |

| Year 5 New skills: | |
|--|--|
| Autumn term 1 | Checks spelling and meaning in a dictionary. |
| | Considers how the author has developed characters and settings and annotates for personal use. |
| | Identifies the intended audience of a text. |
| | Recognises and uses past tense, applying suffix rules to regular and irregular verbs. |
| | Recognises and uses the present tense, applying suffix rules to regular and irregular verbs. |
| | Recognises and uses the present perfect tense, applying suffix rules to regular and irregular verbs. |
| Autumn term 2 | Plans writing based on a chosen audience. |
| | Chooses vocabulary which enhances mood. |
| | Uses commas consistently throughout the narrative. |
| | Recognises and uses modal verbs. |
| | Handwriting speed has increased so that it doesn't get in the way of a task. |
| | Converts some nouns or verbs into verbs or adjectives using –ate, -ise, -ify, -en. |
| | Developed understanding and exposure to different narratives and non-fiction genres. |
| Spring term 1 | Uses dialogue to convey a character and advance the action. |
| | Can use time adverbials. |
| | Can use place adverbials. |
| | Can use number adverbials. |
| | Can use brackets. |
| | Can use dashes. |
| | Can proof-read work to assess their own effectiveness. |
| Can use structure and layout devices from narratives and non-fiction genres. | |
| Spring term 2 | Can use paragraphs. |
| | Can link ideas across paragraphs using linking words and time, place and number adverbials. |
| | Uses brackets, dashes or commas to indicate parenthesis. |
| | Can spell complex homophones and near- homophones. |
| | Converts many nouns or verbs into verbs or adjectives using –ate, -ise, -ify, -en. |
| | Consistently uses tense correctly throughout the narrative. |
| Summer terms | Selects the correct form of writing for an audience and purpose. |
| | Spells many Y5 and 6 statutory spelling words correctly. |
| | Converts most nouns or verbs into verbs or adjectives using –ate, -ise, -ify, -en. |
| | Performs compositions clearly and confidently using intonation, volume and movement so that meaning is clear. |
| | Uses a range of adverbs and modal verbs to indicate degrees of possibility eg: surely, might, perhaps |
| | Sustained and accurate writing from different narratives and non-fiction genres using structure, organisation and non-fiction devices. |
| | Proofreads and edits to remove unnecessary repetition and misspellings. |
| Yeargroup Spellings | |
| Spelling string or pattern | Examples |
| -cious | Suspicious, unconscious, viscious, spacious |
| -tious or -ious | Curious, furious, religious, ambitious, religious |
| Words with silent letters | Doubt island lamb solemn knight thistle |
| -ough string | Bough enough thorough |

| Year 6 New Skills | |
|--|---|
| Autumn term 1 | Recognises and uses suffixes correctly, remembering most rules and using them. |
| | Shows understanding of tense and maintains it throughout narratives. |
| | Can use modal verbs. |
| | Uses prefixes learned. |
| | Uses direct speech and punctuates correctly. |
| | Uses good handwriting speed. |
| Autumn term 2 | Can decide which letters do and do not need to be joined. |
| | Can jot ideas, knowing that this can be done in a more casual style of writing and with a pencil. |
| | Plans and notes ideas that are developed based on reading and research. |
| | Recognises informal writing. |
| | Can use question tags in informal writing. |
| | Can use dashes in writing. |
| | Can understand and distinguish between the language of speech and the language of written English. |
| Habitually proofreads for spelling and grammar errors and corrects them. | |
| Spells some Y5/6 statutory spelling words correctly. | |
| Spring term 1 | Recognises when a jotting style is okay eg: labelling data, writing an email address or algebra. |
| | Chooses a writing implement that is suited to a task. |
| | Uses dictionaries to find meaning and spelling. |
| | Knows the definition of synonym and antonym and recognises how they are related in order to enhance their writing. |
| | Uses a thesaurus for synonyms and antonyms. |
| | |
| Can use organisational and presentational devices to structure text and guide the reader eg: headings, bullet points, underlining. | |
| Spring term 2 | Can use subjunctive form in writing. |
| | Can use the passive voice (and therefore passive verbs) in writing. |
| | Can use an ellipsis. |
| | Can use a colon. |
| | Proposes changes to grammar, vocabulary and punctuation to enhance effect and clarify meaning. |
| | Builds cohesion through links in themes across paragraphs. |
| Spells many Y5/6 statutory spelling words correctly. | |
| Summer terms | Can use a semi-colon. |
| | Has perfected the forms of verbs to mark the relationships of time and cause. |
| | Uses a full range of taught punctuation throughout writing where necessary and chooses these with consideration for the purpose of writing. |
| | Varies levels of formality based on the audience. |
| | Writes effectively for a range of purposes and audiences, drawing on what they have read as models for their own writing. |
| | Selects vocabulary and grammatical structures that reflect what the writing requires. |
| | Spells most Y5/6 statutory spelling words correctly. |
| Yeargroup Spellings | |
| Spelling string or pattern | Examples |
| Words ending in –able, -ably | Adorable, valuable, believable, enviable, avoidable, likable. |
| Words ending in –ible and –ibly | Possibly, horrible, terrible, visible, legible, flexible |
| Words with a long e after c spelled ie or ei as well as exceptions. | protein, caffeine, seize, ceiling, receive, receipt |

| | |
|--|---|
| Words ending in cial after a vowel sound | Special, official, social, racial, crucial, glacial, spacial |
| Words ending in tial after a consonant | Torrential, essential, partial, confidential, initial |
| Use adjectives ending in –ant to create nouns ending in –ance/-ancy | Relevant, fragrant, significant, instant, reliant, defiant, elegant. |
| Use adjectives ending in –ent to create nouns ending in –ence/-ency | Absent, affluent, absorbent, adolescent, adjacent, ambient |
| Add suffixes beginning with vowel letters to words ending in –fer (transfer(-ring, -ence, -rred) | Transfer, differ, prefer, suffer, buffer, confer |
| Spell homophones and near homophones including nouns ending in –ce/-cy and verbs ending in –se/-sy | Advice/advise, practice/practise, licence/license, device/devise, prophecy/prophesy |
| Spell words containing hyphens | |