



Byfleet Primary School - Writing Skills Progression

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Progression in Writing at Byfleet Primary School

Aspect	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription – spelling – alphabet	Name the letters of the alphabet in order, using letter names to distinguish between alternative spellings of the same sound.					
Transcription – spelling – spelling rules and strategies	Spell words containing taught phonemes.	Use a range of spelling strategies to spell many words correctly, including segmenting and applying spelling rules.				



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Transcription – spelling – common exception words and frequently misspelt words	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.
Transcription – spelling – dictations	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.		
Transcription – spelling – prefixes, suffixes, morphology and etymology	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.
Transcription – 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.
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.		



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Transcription – spelling – dictionaries and thesauri			Begin to use the first two or three letters of a word to check its spelling in a dictionary.	Independently use the first two or three letters of a word to check its spelling in a dictionary.	Use the first three or four letters of a word to check its spelling or meaning, and use thesauri to find alternative vocabulary.	Use dictionaries effectively to find spellings and word meanings, and use thesauri to choose appropriate synonyms.
Vocabulary, grammar and punctuation – grammar rules, concepts and terminology	Apply the grammar rules and concepts, and use suitable grammatical terminology.	Apply the grammar rules and concepts, and use suitable grammatical terminology.	Apply the grammar rules and concepts, and use suitable grammatical terminology.	Apply the grammar rules and concepts, and use suitable grammatical terminology.	Apply the grammar rules and concepts, and use suitable grammatical terminology.	Apply the grammar rules and concepts, and use suitable grammatical terminology.
Vocabulary, grammar and punctuation – formality		Use some conventions of written standard English.		Use standard English verb forms in their writing.		Use vocabulary and sentence structures, including subjunctive forms, that are appropriate for formal speech and writing.
Vocabulary, grammar and punctuation – verbs and tenses		Use the present and past tense correctly and consistently, including the progressive form.	Begin to use the present perfect form of verbs.	Use the present perfect form of verbs in contrast to the past tense.	Use a variety of verb forms with increasing confidence, including the perfect form of verbs and modal verbs.	Choose the appropriate verb form for different contexts, including passive verbs.
Vocabulary, grammar and punctuation – vocabulary		Use simple expanded noun phrases with an adjective that describes the noun.	Continue to use and identify expanded noun phrases, beginning to use some prepositional phrases.	Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases.	Use expanded noun phrases, identifying the adjective and prepositional phrase that have been used to give more information.	Use and identify expanded noun phrases that convey complicated information concisely.
Vocabulary, grammar and punctuation – punctuation	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).



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Vocabulary, grammar and punctuation – sentences	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.	
Handwriting – letter formation	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 – 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.
Composition – drafting paragraphs	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.
Composition – audience and purpose	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.



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Composition – planning	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.
Composition – sentences	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.
Composition – narrative	Sequence sentences to form short texts using some sequencing words or formulaic phrases, including those to indicate the start or end of a text.	Write longer sequences of sentences about their own experiences and those of fictional characters.	Create settings, characters and plots in narratives, using inverted commas to punctuate direct speech.	Describe settings and characters in detail and create well-developed plots, using inverted commas and other punctuation to indicate direct speech.	Recognise how authors have developed characters and settings, describe their own settings and use dialogue to convey character and advance the action.	Describe settings, characters and atmosphere using well-chosen vocabulary, integrating dialogue effectively.
Composition – précisising					Write key information drawn from more than one paragraph, including some details that support the main idea of the text.	Write an accurate précis that includes the main details from the text in a succinct paragraph or paragraphs.
Composition – performing and presenting	Read their writing aloud, clearly enough to be heard by other children and the teacher.	Read their writing aloud clearly, audibly and with appropriate intonation.	Read aloud their own writing with appropriate intonation and volume so that the meaning is clear.	Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling their tone and volume so that the meaning is clear.	Perform their own compositions with appropriate intonation and volume, and some consideration of movement.	Perform their own compositions effectively, using appropriate intonation, volume and movement so that meaning is clear.



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Composition – evaluating and editing	Discuss their writing with the teacher or other pupils.	Evaluate their writing with the teacher and other pupils, making simple additions, revisions and corrections.	Assess the effectiveness of their own and others' writing, noticing some ways to improve the grammar, vocabulary or conventions of the genre.	Assess the effectiveness of their own and others' writing, suggesting and making changes to grammar and vocabulary to improve consistency.	Assess the effectiveness of their own and others' writing, proposing and making changes to enhance the spelling, grammar, vocabulary and punctuation.	Assess the effectiveness of their own and others' writing, proposing and making changes to spelling, grammar, vocabulary and punctuation to enhance effects and clarify meaning.
Composition – proofreading	Reread their writing to check that it makes sense.	Reread their writing to check for spelling, punctuation and grammar errors and the correct use of verbs that indicate time.	Proofread to check for errors in spelling, grammar, vocabulary and punctuation, noticing some errors and attempting to make appropriate corrections.	Proofread to check for errors in spelling, grammar, vocabulary and punctuation, noticing and acting on an increasing range of errors.	Proofread to check the spelling, punctuation and consistent and correct use of tense throughout a piece of writing.	Proofread to check the spelling, punctuation, degree of formality (register) and subject and verb agreement throughout a piece of writing.



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	Writing	Moving and Handling	Composition
Reception	<p>Begins to break the flow of speech into words.</p> <p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p>Shows a preference for a dominant hand.</p> <p>Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>Attempts to write short sentences in meaningful contexts.</p> <p>Writes own name and other things such as labels, captions.</p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Links statements and sticks to a main theme or intention.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Introduces a storyline or narrative into their play.</p>
Early Learning Goals	<p>Can use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>Can also write some irregular common words.</p> <p>Can write simple sentences which can be read by themselves and others.</p> <p>Some are spelt correctly and others are phonetically plausible.</p> <p>Can handle equipment and tools effectively including pencils for writing.</p>		