EYFS				Academy – Writing Progression  Key Stage 2				
	Three and Four-Year-Olds	Key Stage 1		Year 3/4 Year 5/6				
TO DESI	Reception Early Learning Goals	Year 1	Year 2	Cycle A	Cycle B	Cycle A	Cycle B	
Phonics and spelling rules  Transcription: Spelling	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.  Spell words by identifying the sounds and then writing the sound with the letter/s.  Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.	To know all letters of the alphabet and the sounds which theymost commonly represent. To recognise consonant digraphs which have been taught and the sounds which they represent. To recognise vowel digraphs which have been taught anothe sounds which they represent. To recognise words with adjacent consonants. To accurately spell most words containing the 40+ previously taught phonemes and GPCs. To spell some words in a phonically plausible way, even if sometimes incorrect. To apply Y1 spelling rules and guidance*, which includes: the sounds /fi//l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions; the/n/soundspelt 'n' before 'k' (e.g. bank, think); dividing words into syllables (e.g.rabbit, carrot); the /tf/ sound is usually spelt as 'tch' and exceptions; the/v/soundatthe endofwords where theletter e' usually needs to be added (e.g. have, live); adding -s and -es to words (plural of nounsandthethird person singular of verbs); adding thendings -ing, -ed and -er to verbs where no change is needed to the root wood (e.g. buzzer, jumping); adding—erand—est toadjectives where no change is needed to the root wood (e.g. buzzer, jumping); adding—erand—est toadjectives where no change is needed to the root wood (e.g. fresher, grandest); spelling wordswith thevowel digraphs and trigraphs: -'ai' and 'oi' (e.g. rain, wait, train, point, soil); 'oy' and 'ay' (e.g. day, toy, enjoy, annoy); a-e, e-e, i-e, o-e and u-e (e.g. made, theme, ride, woke, tune); 'ar' (e.g. green, week); 'ea' (e.g. green, week); 'ea' (e.g. green, week); 'ea' (e.g. sea, dream); 'ea' (e.g. sea, dream); 'oa' (e.g. doe, good); 'oa' (e.g. short, field); 'ig' (e.g. short, field); 'ig' (e.g. the, field); 'ig' (e.g. the, field); 'ig' (e.g. the, green, eare, scared); 'sre' (e.g. bear, pear, scared); 'sre' (e.g. be	To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.  To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, includingsome common homophones (e.g. bare/bear, blue/ blew, night/knight).  To apply further Y2 spelling rules and guidance*, which includes: the /dʒ/ sound spelt as 'ge' and' dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); the /n/ soundspelt 'kn' and 'gn' (e.g. knock, gnaw); the/r/soundspelt 'wr' (e.g. write, written); the/l/or/al/sound spelt—le(e.g. little, middle) or spelt—el (e.g. camel, tunnel) or spelt—il (e.g. fossil, nostril); the/az/ soundspelt  -y (e.g. cry, fly, July); adding—es tonouns andverbs endingin  -y where the 'y' is changed to 'i' before the—es (e.g. flies, tries, carries); adding—ed,—ing,—er and—est to a root word ending in—y (e.g. skiing, replied) and exceptions to the rules; addingheendings—ing,—ed,—er,—est and—y to words ending in—e with a consonant before (including exceptions); the /billion of 's (e.g. donkeys, monkeys); the /a/ sound spelt 'o' (e.g. other, mother, brother); the/it/sound spelt 'o' (e.g. other, mother, brother); the/it/sound spelt 'o' after 'w' (e.g. word, work, worm); the/a:/soundspelt 'or' after 'w' (e.g. word, work, worm); the/a:/soundspelt 'o' after 'w' (e.g. word, towards); the/a:/soundspelt 'o' after 'w' (e.g. word, towa	To spell: Words where 'ou' makes an /ow/ sound. Words where 'y' makes an /i/ sound. Words ending in '- sure'. Words ending in '- ture'. Words where '-ing' and '-ed' are added to multisyllabic words. Words where '-ing', '-en' and '-ed' are added to multisyllabic words. Words where 'ai' digraph. Words with the 'ai' digraph. Words where 'ey' makes an /ai/ sound. Words ending in 'al'. Words ending in 'le'. Adding '-ly' when the root word ends in '-le'. Adding '-lly' when the words do not follow the spelling patterns. Words ending in '- er' when the root word ends in 'ch'. Words where 'ch' makes a /k/ sound. Words where 'que' makes a /k/ sound. Words where 'sc' makes a /s/ sound. Words that end in 'sion'.	To spell: Words ending in '- ation'. Words ending '-ly'. Words where 'ch' makes a /sh/ sound. Words ending in '- sion'. Words ending in '- ous' where the ge from the root word remains. Words where 'i' makes an /ee/ sound. Words ending in '- ious' and 'eous'. Words where 'au' makes an /or/ sound. Words ending in '- tion'. Words ending in '- cian'. Words ending in '- cian'. Words that are adverbs of manner. Words spelled with 'c' before 'i' and 'e'. Words containing 'sol' and 'real'. Words containing an apostrophe fo.r possession.	To spell:  Words ending in '- cious'.  Words ending in /shul/ spelled '-cial' and '-tial'.  Words ending in '- ance' and '-ancy'.  Words ending in '- able' and '-ible'.  Words ending in '- able', where the 'e' from the root word remains.  Words that are adverbs of time.  Words with 'silent' letters.  Words with 'silent' letters.  Words where 'ei' makes an /ee/ sound.  Words where 'ough' makes an /or/ sound.  Words containing 'ough'.  Adverbs of possibility and frequency.  Words with hyphens.	To spell:  Words with the short vowel sound /i/ spelled 'y'.  Words with a yoal sound spelled 'ou' or 'ow'.  Words with a 'soft c' spelled 'ce'.  Words with a 'f/ sound spelled 'ph'.  Words with origins in other countries and languages.  Words with unstressed vowel sounds.  Words ending with /shuhl/ spelled '- cial'.  Words beginning with 'acc'.  Words ending in '- ent' and '-ence'.  Words ending in '- er', '-or' and '-ar'.  Adverbs synonymous with determination.  Adjectives to describe settings.  Adjectives to describe feelings.  Adjectives to describe feelings.  Adjectives to describe feelings.	
Common exception words		Tospell all Y1common exception words correctly.*  Tospell days of the week correctly.	To spell most Y1 and Y2 common exception words correctly.	To spell many of the Y3 and Y4 statutory spelling words correctly.	TospellalloftheY3 and Y4 statutory spelling words correctly.	Tospell many of the Y5 and Y6 statutory spelling words correctly.	TospellalloftheY5and Y6 statutory spelling words correctly.	
Prefixes and suffixes		Touse-sand-esto form regular plurals correctly.  To use the prefix 'un-' accurately. To successfully add the suffixes – ing, –ed, –er and –est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).	Toaddsuffixestospell most words correctly in their writing, e.g. – ment, –ness, –ful, –less, –ly.	To spell: Words with the prefix 're-'. Words with the prefix 'dis-'. Words with the prefix 'mis-'. Adding the suffix '- ly'.	To spell:  Words with the prefix 'in-'. Words with the prefixes 'il-', 'im-' and 'ir-' Words with the prefix 'sub-'. Words with the prefix 'inter-'. Words with the prefixes 'super-', 'anti-' and 'auto. Words with the prefix 'bi-'.	To spell:  Words ending in '- ance' and '- ancy'.  Words ending in '- ent' and '- ence'.  Adding the suffixes '-ible' '- ibly' to create an adverb.  Words with the suffixes '-able' '-ably'.	To spell:  Adding the prefix '- over'.  Words with the suffix '-ful'.  Words with the prefixes 'dis-',  'un-', 'over-' and 'im-'.  Words with the suffix '-ably'.  Words with the suffix '-ible'.  Adding the suffix '- ibly' to create an adverb.	

	Further		To spell simple compound words (e.g. dustbin, football). To read words that they have spelt. To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.	To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, i'll.  To learn the possessive singular apostrophe (e.g. the girl's book).  To write, from memory, simple sentences dictated by the teacher that include words	To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.  Tousethe first two or three letters of a word to checkits spelling in a dictionary.	To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).  Tousetheirspelling knowledgeto use adictionarymore efficiently.	To spell complex homophones and near- homophones, including who's/whose and stationary/stationery.  Tousethefirstthreeor four lettersofawordto check spelling, meaning or both of these in a	To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/practise, licence/license, advice/advise).  To spell words that contain hyphens (e.g. co-ordinate, re-
	Further spelling conventions			using the GPCs, common exception words and punctuation taught so far. To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for singlesyllable and multi-syllabic words. To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).	spennight a dictionally.	use adictional ymore emicently.	dictionary.	enter, co- operate, co-own).  To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.  Tousedictionariesand thesauruses to check the spelling and meaning of wordsand confidently find synonyms and antonyms.
Transcription: Handwriting	Letter formation, placement and positioning	Use large-muscle movements to waveflags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Useacomfortablegrip with good control when holding pens and pencils. Showsapreferencefora dominant hand. Write some letters accurately. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting atatable or sitting onthe floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. Formlowercaseand capital letters correctly. Hold a pencil effectively in preparation for fluent writing — using the tripod grip in almost all cases. Write recognisable letters, most of which are correctly formed.	Towritelowercaseand capital letters in the correctdirection, starting andfinishing intheright placewithagoodlevelof consistency. Tositcorrectly at a table, holding a pencil comfortably and correctly. To form digits 0-9. To understand which letters belongtowhich handwriting 'families' (i.e. lettersthatare formed in similar ways) and to practise these.	To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.  To form lower case letters of the correct size, relative to one another.  To use spacing between words that reflects the size of the letters.	To use a neat, joined handwriting style with increasing accuracyand speed.	To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	Toincreasethespeedof their handwriting so that problems withforming letters do not get in the way of writing downwhat they want to say.  Tobeclear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.	Towritelegibly, fluently and with increasing speed by: -choosing which shape of aletter tousewhengiven choices and deciding whether or not to join specific letters; - choosing the writing implement that is best suited for a task.
	Joining Letters			horizontal strokesneededtojoin letters.	and horizontal strokesthatare needed to join letters and to understand whichletters, when adjacent to one another, are best left unjoined.	horizontal joining strokes throughout their independent writing to increase fluency.	horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.	unjoined style (e.g. for labelling a diagram ordata, writingan email addressorforalgebra) and capital letters (e.g. for filling in a form).
Writing Composition	Planning writing and editing	Knowmanyrhymes, be ableto talkaboutfamiliar books, and beabletotella long story. Engage in extended conversations about stories, learningnew vocabulary. Usesome of their print and letterknowledgein their early writing. For example, writinga pretend shopping list that starts at thetopofthepage; write 'm' for mummy. Writesome oralloftheir name. Write some letters accurately. Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc. Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Listen to and talk about storiestobuildfamiliarity and understanding Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Write short sentences with words with known lettersound correspondences using a capital letter and a full stop. Re-read what they have written to check it makes sense. Develop storylines in their pretend play. Write simple phrases and sentences that can be read by others. Invent, adapt and recount narratives and stories with peers and teachers.	Tosayoutloudwhatthey aregoing towrite about. To compose a sentence orally before writingit. To sequence sentences to form short narratives. To discuss what they have written with the teacher or other pupils. Toreread their writing to check that it makes sense and to independently begintomake changes. Toread their writing aloud clearly enough to be heard by their peers and the teacher. To use adjectives to describe	To write narratives about personal experiences and thoseofothers (realand fictional).  To write about real events. To write simple poetry.  To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary.  To encapsulate what they want to say, sentence by sentence.  To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.  Toreread to check that their writing makes sense and that the correct tense is used throughout.  Toproofread to check forerrors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).	To begin to use ideas from their own reading and modelled examples to plan theirwriting. To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.  To begin to organise their writing into paragraphs around a theme.  To compose and rehearse sentences orally (including dialogue).	To compose and rehearse sentences or ally (including dialogue), progressively building a varied and richvocabulary and an increasing range of sentence structures.  To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.  To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.	Toplan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing asmodels for theirown.  To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.  To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.  To consistently link ideas across paragraphs.  Toproofreadtheirworkto assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.	Tonotedownanddevelop initial ideas, drawingon reading and research where necessary. To use further organisational and presentationaldevices to structure text and to guide the reader (e.g. headings, bullet points, underlining). To use a wide range of devices to build cohesion within and across paragraphs. To habitually proofread for spelling and punctuation errors. To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Torecognisehowwords are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.

	Awareness of audience, purpose ad structure	Use a wider range of vocabulary. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.  Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on abus you sit there I'll be the driver." Learn new vocabulary. Use new vocabulary. Use new vocabulary throughout the day. Describe events in some detail.  Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.  Develop social phrases. Use new vocabulary in different contexts. Participate in small group, class and one-to- one discussion, offering their own ideas, using recently introduced vocabulary. Participate in small group, class and one-to- one discussion, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.  Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Touse anumber of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. To start to engage readers by using adjectives to describe.	Towritefordifferent purposes with an awareness of an increased amount of fiction and non-fiction structures.  To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.  To read aloud what they have written with appropriate intonation to make the meaning clear.	To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planningto write in order to understand and learnfromits structure, vocabulary and grammar.  To begin to use the structureofa widerrange oftexttypes (including theuseofsimple layout devicesinnon-fiction).  To make deliberate ambitious word choices to add detail.  To begin to create settings, characters and plot innarratives.	To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).  To write a range of narratives that are well- structured andwell-paced.  To create detailed settings, characters and plotinnarrativesto engage the reader and to add atmosphere.  Tobegintoreadaloud their own writing, to agrouporthe whole class, using appropriate intonation and to control thetone and volume so that the meaning is clear.	To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.  To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.  To regularly use dialogue to conveyacharacterand toadvance theaction.  To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.	Towriteeffectivelyfora rangeof purposesand audiences, selecting the appropriateformand drawing independently onwhattheyhave read as modelsfortheir own writing (including literary language, characterisation, structure, etc.).  To distinguish between the languageofspeech and writing and to choose theappropriate levelof formality.  To select vocabularyand grammaticalstructures that reflect what the writing requires (e.g. usingcontractedforms in dialoguesinnarrative; using passiveverbsto affect how information is presented; using modal verbs to suggestdegrees of possibility).
Vоса <b>ь</b> (	Sentence construction and tenses	Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Use longer sentences of four to six words Use new vocabulary throughout the day. Articulate their ideas and thoughts in well- formed sentences. Connect one idea or action to another using a range of connectives. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.	To use simple sentence structures.	Tousethepresenttense and the pasttensemostly correctly and consistently.  To form sentences with different forms: statement, question, exclamation, command.  Tousesomefeatures of written Standard English.	To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.  To use 'a' or 'an' correctly throughout a piece of writing.	To always maintain an accurate tense throughout a piece of writing.  ToalwaysuseStandard English verb inflections accurately,e.g. 'wewere' ratherthan 'wewas' and 'l did' rather than 'I done'.	Tousearangeofadverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. To ensure the consistent and correct use of tense throughout all pieces of writing.	To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.
Vocabulary, grammar and punctuation	Use of phrases and clauses	Use longer sentences of four to six words. Articulate their ideas and thoughts in well- formed sentences. Connect one idea or action to another using a range of connectives. Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.	Tousethejoiningword (conjunction) 'and' to link ideas and sentences. Tobegintoformsimple compound sentences.	To using co-ordination (or/and/but).  To use some subordination (when/if/ that/because).  To use expanded noun phrases to describe and specify (e.g. the blue butterfly).	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.  To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	To use subordinate clauses, extending the range of sentences with more than one clauseby usingawider range of conjunctions, which are sometimesinvaried positions within sentences.  Toexpandnounphrases with the addition of ambitious modifying adjectives and prepositional phrases,e.g. theheroicsoldierwith an unbreakable spirit.  To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	Touse a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).  To use relative clauses beginning witharelative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who wasafamous inventor, had made a new discovery.	To use the subjunctive form in formal writing.  To use the perfect form of verbs to mark relationships of time and cause.  To use the passive voice.  Touse questiontagsin informal writing.
	Punctuation		Touse capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. Tousefull stops to end sentences. To begin to use question marks and exclamation marks.	Touse the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophestomark singular possession and contractions.	To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the useof invertedcommas.	To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.  To consistently use apostrophes forsingular and pluralpossession.	To use commas consistently to clarify meaningorto avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis.	To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semicolons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.
	Use of Linked terminology Grammar Bug		Torecognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question markand exclamation mark.	Torecogniseandusethe terms noun, nounphrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, pasttense, apostrophe and comma.	To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	Torecognise and use the terms determiner, pronoun, possessive pronoun and adverbial.	Torecognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	ambiguity.  To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.