

Writing Progression of Knowledge & Skills Document

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text/ genre coverage	See LTP for full text and genre coverage for each year group.						
Transcription: Phonics and Spelling	See Little Wandle progression map for phonics progression.	See Little Wandle progression map for phonics progression. - I know how to apply simple spelling rules and guidance, as listed in English Appendix 1 I know how to spell: - words containing each of the 40+ phonemes already taught - common exception words - the days of the week I know how to name the letters of the alphabet: - naming the letters of the alphabet in order - using letter names to	See Little Wandle progression map for phonics progression. - I know how to apply simple spelling rules and guidance, as listed in English Appendix 1 I know how to spell by: - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling,	- I know how to apply simple spelling rules and guidance, as listed in English Appendix 1 - I know how to use further prefixes and suffixes and understand how to add them (English Appendix 1). - I know how to spell further homophones. - I know how to spell words that are often misspelt (English Appendix 1). - I know how to place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words	- I know how to apply simple spelling rules and guidance, as listed in English Appendix 1 - I know how to use further prefixes and suffixes and understand how to add them (English Appendix 1). - I know how to spell further homophones. - I know how to spell words that are often misspelt (English Appendix 1). - I know how to place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words	- I know how to apply simple spelling rules and guidance, as listed in English Appendix 1 - I know how to use further prefixes and suffixes and understand the guidance for adding them. - I know how to spell some words with 'silent' letters [for example, knight, psalm, solemn]. I know how to distinguish between homophones and other words which are often confused. - I know how to use knowledge of morphology and etymology in spelling and	- I know how to apply simple spelling rules and guidance, as listed in English Appendix 1 - I know how to use further prefixes and suffixes and understand the guidance for adding them. - I know how to spell some words with 'silent' letters [for example, knight, psalm, solemn]. I know how to distinguish between homophones and other words which are often confused. - I know how to use knowledge of morphology and etymology in spelling and

		distinguish between alternative spellings of the same sound I know how to add prefixes and suffixes: • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • I know how to write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so	including a few common homophones learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl’s book] • distinguishing between homophones and near-homophones Spelling: • I know how to add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidance, as listed in English Appendix 1. • I know how to write from memory simple sentences dictated by the teacher that	with irregular plurals [for example, children’s]. • I know how to use the first two or three letters of a word to check its spelling in a dictionary. • I know how to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Spelling: • I know how to spell the formation of nouns using a range of prefixes [for example super–, anti–, auto–] • I know how to use the forms a or an according to whether the next word begins with a consonant or	with irregular plurals [for example, children’s]. • I know how to use the first two or three letters of a word to check its spelling in a dictionary. • I know how to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Spelling: • I know the grammatical difference between plural and possessive –s • I know the Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I	understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. • I know how to use dictionaries to check the spelling and meaning of words. • I know how to use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • I know how to use a thesaurus. Spelling: • I know how to convert nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–,	understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1. • I know how to use dictionaries to check the spelling and meaning of words. • I know how to use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • I know how to use a thesaurus. Spelling: • I know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for –
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		far. Spelling: • I know how to use regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun • I know how to use suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper). • I know how the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or	include words using the GPCs, common exception words and punctuation taught so far. • I know the formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]. • I know how to use suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs.	a vowel [for example, a rock, an open box] • I know how to use word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	did instead of I done, or the ball that was red instead of the ball ‘what’ was red]	over– and re–]. • I know how to use subject verb agreement linked to singular and plural.	request; go in –enter] • I know how words are related by meaning as synonyms and antonyms [for example, big, large, little].
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		undoing: untie the boat].					
Handwriting and Letter Formation (including placement and positioning)	Form lower-case and capital letters correctly.	• I know how to write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. • I know how to sit correctly at a table, holding a pencil comfortably and correctly. • I know how to form digits 0-9. • I know and understand which letters belong to which handwriting 'families'.	• I know how to write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. • I know how to form lower case letters of the correct size, relative to one another. • I know how to use spacing between words that reflects the size of the letters. • I know how to start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to each other, are best left unjoined.	• I know how to 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. • I know how to use a neat, joined handwriting style with increasing accuracy and speed.	• I know how to increase the legibility, consistency and quality of their handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant and that the lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	• I know how to increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. • I know how to be clear about what standard of handwriting is appropriate for a particular task e.g. quick notes or a final handwritten version.	• I know how to write legibly, fluently and with increasing speed.
Joining Letters		I know how to use the diagonal and	I know how to use the diagonal and	I know how to continue to use the	I know how to confidently use	I know how to confidently use	I know how to recognise when to

		horizontal strokes needed to join letters (beginning to).	horizontal strokes needed to join letters (beginning to).	diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.	diagonal and horizontal joining strokes throughout their independent writing to increase fluency.	diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.	use an unjoined style (e.g. for labeling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).
Planning, Writing and Editing	• I know how to say out loud what I am going to write about. • I know how to compose a sentence orally before writing it. • I know how to sequence sentences to form short narratives. • I know how to read my writing aloud clearly enough to be heard by others.	• I know how to say out loud what I am going to write about. • I know how to compose a sentence orally before writing it. • I know how to sequence sentences to form short narratives. • I know how to discuss what I have written with the teacher or other pupils. • I know how to re-read my writing to check that it makes sense and to independently begin to make simple changes. • I know how to read my writing aloud clearly enough to be heard by	• I know how to write narratives about personal experiences and those of others (real and fictional). • I know how to write simple poetry. • I know how to write for different purposes. • I know how to plan or say out loud what they are going to write about, including writing down ideas and/ or 'key' words and new vocabulary. • I know how to encapsulate what they want to say sentence by sentence. • I know how to make simple additions,	• I am beginning to know how to use ideas from my own reading and modeled examples to plan my writing. • I know how to discuss and record ideas. • I know how to proof-read my own and others' work to check for spelling and punctuation errors and to make improvements. • I am beginning to know how to organise my writing into paragraphs around a theme. • I know how to compose and rehearse sentences orally. • I know how to	• I know how to compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. • I know how to consistently organise my writing into paragraphs around a theme to aid the reader. • I know how to proof read consistently and amend my own and others' writing, correcting errors in grammar, punctuation and spelling and adding	• I know how to plan my writing by identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own. • I know how to consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. • I know how to proof-read work and remove unnecessary repetition or irrelevant details.	• I know how to note down and develop initial ideas, drawing on reading and research where necessary. • I know how to use further organisational and presentational devices to structure text and to guide the reader. • I know how to use a wide range of devices to build cohesion within and across paragraphs. • I know how to habitually proof-read for spelling and punctuation errors. • I know how to propose changes to vocabulary,

		others.	revisions, and corrections to their own writing by evaluating their writing with the teacher or other pupils. • I know how to re-read to check that their writing makes sense and that the correct tense is used throughout. • I know how to read aloud what they have written with appropriate intonation to make the meaning clear. • I know how to proof-read to check for errors in spelling, grammar and punctuation.	demonstrate an increasing understanding of the purpose and audience by discussing writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar. • I am beginning to know how to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction eg headings and sub-headings). • I know how to make ambitious word choices to add detail. • I am beginning to know how to create settings, characters and plots in narratives.	nouns/ pronouns for cohesion. • I know how to assess the effectiveness of my own and others' writing and suggest improvements. • I know how to suggest changes to grammar and vocabulary to improve consistency. • I know how to write a range of narratives and nonfiction pieces using a consistent and appropriate structure. • I know how to create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. • I am beginning to know how to read aloud my own writing, to a group or the whole class, using appropriate	• I know how to consistently link ideas across paragraphs and build cohesion within a paragraph. • I know how 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 purposes and audiences. • I know how to proof-read my work for spelling and punctuation errors and to assess the effectiveness of my own and others' writing and to make necessary corrections and improvements. • I know how to describe settings, characters and	grammar and punctuation to enhance effect and clarify meaning. • I know how to select vocabulary and grammatical structures that reflect what the writing requires. • I know how to distinguish between the language of speech and writing and to choose the appropriate level of formality. To use layout devices to structure text.
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					intonation and to control the tone and volume so that the meaning is clear.	atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace. ● I know how to regularly use dialogue to convey a character and to advance the action.	
Performing Writing	● I know how to read my writing aloud clearly enough to be heard by their peers and the teacher.	● I know how to read my writing aloud clearly enough to be heard by their peers and the teacher.	● I know how to read aloud what I have written with appropriate intonation to make the meaning clear.	● I know how to read my own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	● I know how to read my own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	● I know how to perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	● I know how to perform my own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Awareness of Audience, Purpose and Structure		● I know how to use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.	● I know how to write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. ● I know how to use new vocabulary	● I know how to demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand	● I know how to write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). ● I know how to write a	● I know how to consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation	● I know how to write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as

		I know how to start to engage readers by using adjectives to describe.	from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences. I know how to read aloud what they have written with appropriate intonation to make the meaning clear.	and learn from its structure, vocabulary and grammar. - I am beginning to know how to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). - I know how to make deliberate ambitious word choices to add detail. - I am beginning to know how to create settings, characters and plot in narratives.	range of narratives that are well-structured and well-paced. - I know how to create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. - I am beginning to know how to read aloud my own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.	and layout devices for a range of audiences and purposes. - I know how to describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace. - I know how to regularly use dialogue to convey a character and to advance the action. - I know how to perform my own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.	models for their own writing (including literary language, characterisation, structure, etc.). - I know how to distinguish between the language of speech and writing and to choose the appropriate level of formality. - I know how to select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).
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Sentence Construction and Tense	• I know and understand how words are combined to make sentences. • I know how to use simple sentence structures.	• I know and understand how words are combined to make sentences. • I know how to use simple sentence structures. • I know how to use the joining word 'and' to link words and clauses. (conjunction) • I know how to begin to form simple compound sentence structures. • I know how to use adjectives to describe.	• I know how to use the present and past tenses correctly and consistently (including the progressive form of verbs in the present and past tense e.g. she is drumming, he was shouting). • I know how to form sentences with different forms: statement, question, exclamation, command. • I know how to understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. • I know how to use some features of written Standard English. • I know how to use co-ordination (or/ and/ but).	• I know how to attempt to maintain the correct tense throughout a piece of writing with accurate subject/ verb agreement. • I know how to use 'a' or 'an' correctly throughout a piece of writing. • I know how 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. • I know how to use a range of conjunctions, adverbs and prepositions to show time, place and cause.	• I know how to always maintain an accurate tense throughout a piece of writing. • I know how to always use Standard English verb inflections accurately. • I know how to use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. • I know how to expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases. • I know how to consistently choose nouns or pronouns appropriately to aid cohesion and avoid	• I know how to use a range of adverbs and modal verbs to indicate degrees of possibility. I know how to ensure the consistent and correct use of tense throughout all pieces of writing. • I know how to use a wide range of linking words/ phrases between sentences and paragraphs to build cohesion including time adverbials, place adverbials and number. • I know how to use relative clauses beginning with a relative pronoun with confidence.	• I know how to ensure the consistent and correct tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. • I know how to use the subjunctive form in formal writing. • I know how to use the perfect form of verbs to mark relationships of time and cause. • I know how to use the passive voice. • I know how to link ideas across paragraphs using a wider range of cohesive devices.
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			• I know how to use some subordination (when/ if /that/ because). • I know how to use expanded noun phrases to describe and specify (e.g. the blue butterfly).		• repetition. • I know how to use fronted adverbials.		
Use of Phrases and Clauses		• I know how to use the joining word (conjunction) 'and' to link sentences and ideas. • I know how to form simple compound sentences.	• I know how to use coordination (and, or, but). • I know how to use some subordination (when/if/ that/because). • I know how to use expanded noun phrases to describe and specify (e.g. the blue butterfly).	• I know how 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. • I know how to use a range of conjunctions, adverbs and prepositions to show time, place and cause.	• I know how to use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. • I know how to use expanded noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable	• I know how to use 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). • I know how to use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. • Professor Scriffle, who	• I know how to use the subjunctive form in formal writing. • I know how to use the perfect form of verbs to mark relationships of time and cause. • I know how to use the passive voice. • To use question tags in informal writing.

					spirit. I know how to consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	was a famous inventor, had made a new discovery.	
Punctuation	- I know how to use capital letters for names and the personal pronoun 'I'. - I know how to use finger spaces. - I know how to use capital letters at the start of sentences. - I know how to use full stops to end sentences.	- I know how to use capital letters for names, places, days of the week and the personal pronoun 'I'. - I know how to use finger spaces. - I know how to use capital letters at the start of sentences. - I know how to use full stops to end sentences. - I know how to use question marks and exclamation marks.	I know how to use the full range of punctuation taught in KS1 mostly correctly including: capital letters, full stops, question marks and exclamation marks commas to separate items in a list apostrophes to mark singular possession and contractions.	- To use the full range of punctuation from previous year groups. - To begin to punctuate direct speech using inverted commas.	- I know how to understand the grammatical difference between plural and possessive 's'. I know how to use all the necessary punctuation in direct speech, including a comma after the reporting clause. - I know how to consistently use apostrophes for plural possession. To use commas after fronted adverbials.	- I know how to use commas consistently to clarify meaning or to avoid ambiguity. - I know how to use brackets, dashes or commas to indicate parenthesis.	- I know how to use hyphens to avoid ambiguity. - I know how to use semicolons, colons or dashes to mark boundaries between independent clauses. - I know how to use a colon to introduce a list. - I know how to use a semicolon within a list. - I know how to punctuate bullet points consistently. - I know how to use an ellipsis to link ideas.
Use of terminology	I know how to recognise and use the terms letter,	I know how to recognise and use the terms letter,	I know how to recognise and use the terms noun,	I know how to recognise and use the terms	To recognise and use the terms determiner ,	I know how to recognise and use the terms modal	I know how to recognise and use the terms subject ,

	capital letter, word and full stop.	capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, co-ordinating conjunction, noun, adjective, verb	noun phrase, statement, question, exclamation, command, compound, suffix adjective, adverb, verb tense (past, present), apostrophe, comma, co-ordinating conjunction, subordinating conjunction	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas	pronoun, possessive pronoun, adverbial phrase and being able to verbalise the difference between a phrase and a clause	verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, subjunctive
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