



English Whole School Progression of Skills : Writing

Writing: Transcription/Spelling g	EYFS 3-4 years Reception ELG	Key Stage 1		Lower Key Stage 2	
	EYFS	Year 1	Year 2	Year 3	Year 4
Phonics and Spelling Rules	To 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; writing 'm' for mummy. To write some or all of their name.	To know all letters of the alphabet and the sounds which they most commonly represent.	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 spell words with the / eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).	To spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).
	To spell words by identifying the sounds and then writing the sound with letter/s. To write short sentences with words with known letter-sound	To recognise consonant digraphs which have been taught and the sounds which they represent. To recognise vowel digraphs which have been taught and the sounds which they represent.	To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/ blew, night/knight). To apply further Y2 spelling rules and guidance*, which includes (Spelling Shed): the /dʒ/ sound	To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words(e.g. mystery, gym). To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).	To spell words with a/ shuhn/ sound spelt with 'ssion'(if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).



English Whole School Progression of Skills : Writing

	correspondences To spell words by identifying sounds in them and representing the sounds with a letter or letters.	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 /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and ck exceptions; - the /ŋ/ sound spelt 'n' before 'k' (e.g. bank, think); - dividing words into syllables (e.g. rabbit, carrot);	spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); - the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw); - the /r/ sound spelt 'wr' (e.g. write, written); - the /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril); - the /aɪ/ sound spelt -y (e.g. cry, fly, July); - adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries);	To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique). To spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure). To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country). To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure,	To spell words with a/ shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion). To spell words with a/ shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician). To spell words with the /s/ sound spelt with 'sc'
--	--	---	---	--	--



English Whole School Progression of Skills : Writing

		• the /tʃ/ sound is usually spelt as 'tch' and exceptions; • the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live); • adding -s and -es to words (plural of nouns and the third person singular of verbs); • adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping); • adding -er and -est to adjectives where no change is needed to the root word (e.g. fresher, grandest); • spelling words with the vowel digraphs and trigraphs: -	• adding -ed, -ing, -er and -est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules; • adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions); • adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including exceptions); the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always); • the /ʌ/ sound spelt 'o' (e.g. other, mother, brother);	pleasure, enclosure). To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).	(e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).
--	--	--	--	--	--



English Whole School Progression of Skills : Writing

		'ai'and'oi'(e.g.rain, wait,train,point,soil); • the /r/sound spelt 'wr' (e.g. write, written); • the /l/ or/əl/ sound spelt-le (e.g.little, middle)or spelt-el (e.g. camel, tunnel) or spelt -al (e.g. metal,hospital) or spelt-il (e.g.fossil, nostril); • the/aɪ/sound spelt -y (e.g. cry, fly, July); • adding-es to nouns and verbs ending in -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;	• the/i:/ sound spelt -ey :the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); • the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash) • the/ɜ:/sound spelt 'or' after 'w' (e.g. word, work,worm); • the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards); • the /z/ sound spelt 's' (e.g. television, usual).		
--	--	--	---	--	--



English Whole School Progression of Skills : Writing

		• adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before (including exceptions); • adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter (including spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure). To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure). (e.g. science, scene, discipline, fascinate, crescent). - 'oy' and			
--	--	--	--	--	--



English Whole School Progression of Skills : Writing

		'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. car,park); - 'ee'(e.g. green,week); - 'ea'(e.g. sea,dream); - 'ea'(e.g. meant, bread); - 'er' stressed sound (e.g. her,person); - 'er' unstressed schwa sound (e.g. better, under); - 'ir'(e.g. girl, first, third); - 'ur' (e.g. turn,church); - 'oo'(e.g. food, soon); - 'oo'(e.g. book,good); - 'oa' (e.g.road,coach); - 'oe'(e.g. toe,goes); - 'ou'(e.g. loud, sound); - 'ow' (e.g.brown, down); - 'ow' (e.g.			
--	--	--	--	--	--



English Whole School Progression of Skills : Writing

		own,show); - 'ue'(e.g. true,rescue, Tuesday); - 'ew' (e.g. new,threw); exceptions); • the /ɔ:/ sound (or) spelt 'a'before 'l'and 'll'(e.g.ball,always); • the /ʌ/ sound spelt 'o' (e.g. other, mother,brother); • the/i:/ sound spelt – ey:the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); • the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash) • the/ɜ:/sound spelt 'or' after 'w' (e.g. word, work,worm); • the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards); • the /ɜ/ sound spelt			
--	--	--	--	--	--



English Whole School Progression of Skills : Writing

		's' (e.g. television, usual). - 'ie'(e.g. lie,dried); - 'ie'(e.g.chief,field); - 'igh'(e.g.bright,right) ; - 'or'(e.g.short, morning); - 'ore'(e.g.before, shore); - 'aw'(e.g. yawn, crawl); - 'au'(e.g.author, haunt); - 'air' (e.g. hair,chair); - 'ear'(e.g. beard, near, year); - 'ear'(e.g.bear,pear, wear); - 'are'(e.g.bare,dare, scared); • spelling words ending with -y (e.g. funny, party,family); • spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while);			
--	--	--	--	--	--



English Whole School Progression of Skills : Writing

		• using 'k' for the /k/ sound (e.g. sketch, kit, skin)			
--	--	--	--	--	--

Writing: Transcription/Spelling	EYFS 3-4 years Reception ELG	Key Stage 1		Lower Key Stage 2	
	EYFS	Year 1	Year 2	Year 3	Year 4
Common Exception Words	To spell Phase 2, 3 and 4 Tricky Words e.g. Autumn 2 – as and has his her go no to into she he of we me be. Spring 1 – was you they my by all are sure pure Spring 2 – Secure spelling of all tricky words taught so far Summer 1 – said so have like some come love do there when	To spell all Y1 common exception words correctly.* To spell 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.	To spell all of the Y3 and Y4 statutory spelling words correctly.



English Whole School Progression of Skills : Writing

	what were here little says one out today Summer 2 - Secure spelling of all tricky words taught.				
--	---	--	--	--	--



English Whole School Progression of Skills : Writing

Prefixes and Suffixes		To use -s and -es to 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).	To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.	To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse). To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules. To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering). To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).	To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercify, exchange, nonsense). To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration). To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).
-------------------------------------	--	--	---	--	---



English Whole School Progression of Skills : Writing

Reading Comprehension	EYFS 3-4 years Reception ELG	Key Stage 1		Lower Key Stage 2	
	EYFS	Year 1	Year 2	Year 3	Year 4
Further Spelling Conventions		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 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	To spell some more complex homophones and near -homophones, including here/hear, brake/break and mail/male. To use the first two or three letters of a word to check its 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). To use their spelling knowledge to use a dictionary more efficiently.



English Whole School Progression of Skills : Writing

			single- syllable and multi-syllabic words. To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings)		
--	--	--	--	--	--

Writing – Transcription /Handwriting	EYFS (3 years- ELGs)	Key Stage 1		Lower Key Stage 2	
	EYFS	Year 1	Year 2	Year 3	Year 4
Letter Formation, Placement and Positioning	To write some or all of their name. To write some letters accurately. (PD - Use large-muscle movements to wave flags and streamers, paint and make marks. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.) To form lower-case and capital letters correctly. (PD-Develop their small motor skills so that they can use a	To write lowercase and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. To sit correctly at a table, holding a pencil comfortably and correctly.	To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lowercase letters of the correct size, relative to one another. To use spacing between words that	To use a neat, joined handwriting style with increasing accuracy and speed.	To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of



English Whole School Progression of Skills : Writing

	range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop the foundations of a handwriting style which is fast, accurate and efficient.) To write recognisable letters, most of which are correctly formed. (PD - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.) (Little Wandle – letter formation and rhymes which continue into KS1)	To form digits 0-9. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	reflects the size of the letters.		letters do not touch].
Joining Letters			To begin to use the diagonal and horizontal strokes needed to join letters.	To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.	To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.



English Whole School Progression of Skills : Writing

Writing Composition	EYFS (3 years-ELGs)	Key Stage 1		Lower Key Stage 2	
	EYFS	Year 1	Year 2	Year 3	Year 4
Planning, Writing and Editing	To engage in extended conversations about stories, learning new vocabulary. To 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. To write some or all of their name. To write some letters accurately. To form lower case and capital letters correctly.	To say out loud what they are going to write about. To compose a sentence orally before writing it. To sequence sentences to form short narratives. To discuss what they have written with the teacher or other pupils. To reread their writing to check that it makes sense and to independently begin to make changes.	To write narratives about personal experiences and those of others (real and 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 keywords and new vocabulary To encapsulate what they want to say, sentence by sentence.	To begin to use ideas from their own reading and modelled examples to plan their writing. 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 orally (including dialogue), progressively building a varied and rich vocabulary 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



English Whole School Progression of Skills : Writing

	To spell words by identifying the sounds and then writing the sound with the letter/s. To write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. To re-read what they have written to check it makes sense. To write recognisable letters, most of which are correctly formed. To spell words by identifying sounds in them and representing the sounds with a letter or letters. To write simple phrases and sentences that can be read by others.	To read their writing aloud clearly enough to be heard by their peers and the teacher. To use adjectives to describe.	To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. To reread to check that their writing makes sense and that the correct tense is used throughout. To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).		others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.
--	---	---	--	--	---



English Whole School Progression of Skills : Writing

Writing – Composition	EYFS (3 years- ELGs)	Key Stage 1		Lower Key Stage 2	
	EYFS	Year 1	Year 2	Year 3	Year 4
Awareness of Audience, Purpose and Structure	Refer to progression of skills in Spoken Language document.	To use a number 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	To write for different 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 demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To begin to use the structure of a wider	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 wellstructured and well-paced.



English Whole School Progression of Skills : Writing

		adjectives to describe.	To read aloud what they have written with appropriate intonation to make the meaning clear.	range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail. To begin to create settings, characters and plot in narratives.	To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. To begin to read aloud their 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.
--	--	-------------------------	---	--	---

Writing – Vocabulary, Grammar and Punctuation	EYFS (3 years- ELGs)	Key Stage 1		Lower Key Stage 2	
	EYFS	Year 1	Year 2	Year 3	Year 4



English Whole School Progression of Skills : Writing

Sentence Construction and Tense	To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	To use simple sentence structures.	To use the present tense and the past tense mostly correctly and consistently.	To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.	To always maintain an accurate tense throughout a piece of writing.
			To form sentences with different forms: statement, question, exclamation, command.	To use 'a' or 'an' correctly throughout a piece of writing.	To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'
			To use some features of written Standard English.	.	

Writing – Vocabulary, Grammar and Punctuation	EYFS (3 years- ELGs)	Key Stage 1		Lower Key Stage 2	
	EYFS	Year 1	Year 2	Year 3	Year 4
Use of phrases and clauses.	Refer to progression of skills in Spoken Language document.	To use the joining word (conjunction) 'and' to link ideas and sentences.	To using co-ordination (or/and/but). To use some subordination (when/if/that/because).	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if,	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which



English Whole School Progression of Skills : Writing

		To begin to form simple compound sentences.	To use expanded noun phrases to describe and specify e.g (the blue butterfly)	because, and although. To use a range of conjunctions, adverbs and prepositions to show time, place and cause	are sometimes in varied positions within sentences. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.
--	--	--	--	---	---



English Whole School Progression of Skills : Writing

Writing – Vocabulary, Grammar and Punctuation	EYFS (3 years- ELGs)	Key Stage 1		Lower Key Stage 2	
	EYFS	Year 1	Year 2	Year 3	Year 4
Punctuation	To write short sentences with words with known letter-sound correspondences using a capital letter and full stop.	To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces. To use full stops to end sentences. To begin to use question marks and exclamation marks.	To use the full range of punctuation taught at key stage1 mostly correctly including: - capital letters, full stops, question marks and exclamation marks; -commas to separate lists; - apostrophes to mark singular possession	To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas.	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 for singular and plural possession

Writing – Vocabulary, Grammar and Punctuation	EYFS (3 years- ELGs)	Key Stage 1		Lower Key Stage 2	
	EYFS	Year 1	Year 2	Year 3	Year 4



English Whole School Progression of Skills : Writing

Use of terminology		To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, 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).	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial
---------------------------	--	--	--	--	--