



Bengeworth CE Academy

Writing Progression

Skills	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topic							
Phonic and whole word spelling Children should:	Listen to and hear the sounds in CVC, CVCC and CCVC words. (LIT) Recall &/identify the taught GPCs (the letters that represent the sounds) (including some digraphs) on a grapheme mat and use this when writing. (LIT) Spell some taught common exception/ high frequency and familiar words. (LIT)	Spell common exception words. Spell the days of the week. Spell words containing the 40+ phonemes already taught. Use letter names to distinguish between alternative spellings of the same sound. Name the letters of the alphabet in order.	Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. Learn to spell common exception words. Distinguish between homophones and near-homophones.	Spell further homophones. Spell words that are often misspelt (Appendix 1)	Spell further homophones. Spell words that are often misspelt (Appendix 1)	Spell some words with 'silent' letters. Continue to distinguish between homophones and other words which are often confused. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1.	Spell some words with 'silent' letters. Continue to distinguish between homophones and other words which are often confused. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1.
Other word spelling Children should:		Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular for verbs. Use the prefix un-	Learn the possessive apostrophe (singular). Learn to spell words with contracted forms. Add suffixes to spell longer words,	Use further prefixes and suffixes and understand how to add them. Place the possessive apostrophe accurately in words with regular plurals	Use further prefixes and suffixes and understand how to add them. Place the possessive apostrophe accurately in words with regular plurals	Use further prefixes and suffixes and understand the guidance for adding them. Use dictionaries to check the meaning and spelling of words.	Use further prefixes and suffixes and understand the guidance for adding them. Use dictionaries to check the meaning and spelling of words.



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		<p>Use -ing, -ed, -er, -est where no change is needed in the spelling of the root word.</p> <p>Apply simple spelling rules and guidance from Appendix 1.</p>	<p>including -ment, -ness, -ful, -less, -ly.</p> <p>Show an awareness of silent letters in spelling.</p> <p>Use -le ending as the most common spelling for this sound at the end of words.</p> <p>Apply spelling rules and guidance from Appendix 1.</p>	<p>and in words with irregular plurals.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>and in words with irregular plurals.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>
<p>Transcription</p> <p>Children should:</p>		<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>Write from memory simple sentences, dictated by the teacher, that include the words and punctuation taught so far.</p>	<p>Write from memory simple sentences, dictated by the teacher, that include the words and punctuation taught so far.</p>		
<p>Handwriting</p> <p>Children should:</p>	<p>Develop their fine motor skills so that they can use a range of tools competently, safely and confidently (PD)</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient (PD)</p> <p>Form lower-case and capital letters correctly. (LIT)</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form digit 0-9. Understand which letters belong to which handwriting 'families' and to practise these.</p>	<p>Form lower-case letters of the correct size relative to one another.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>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.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p>	<p>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.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p>	<p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Choose the writing implement that is best suited for the task.</p>	<p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Choose the writing implement that is best suited for the task.</p>



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	Know how to write the taught letters (LIT)		Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.				
Planning for writing Children should:	<p>Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)</p> <p>Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). e.g character, settings, object. (C&L)</p> <p>Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&L)</p>	<p>Say out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p>	<p>Plan or say out loud what they are going to write about.</p>	<p>Discuss and record ideas.</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p>	<p>Discuss and record ideas.</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary.</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary.</p>
Drafting writing Children should:	<p>To think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)</p>	<p>Sequencing sentences to form short narratives.</p>	<p>Encapsulate what they want to say, sentence by sentence.</p> <p>Write down ideas and/or keywords, including new vocabulary.</p>	<p>Organise paragraphs around a theme.</p> <p>In narratives, create settings, character and plot.</p> <p>In non-narrative material, use simple</p>	<p>Organise paragraphs around a theme.</p> <p>In narratives, create settings, character and plot.</p> <p>In non-narrative material, use simple</p>	<p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p>	<p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p>



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				organisational devices (headings and subheadings).	organisational devices (headings and subheadings).	In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Précising longer passages. Use a wide range of devices to build cohesion within and across paragraphs. Use further organisational devices to structure text and to guide the reader.	In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Précising longer passages. Use a wide range of devices to build cohesion within and across paragraphs. Use further organisational devices to structure text and to guide the reader.
Editing writing Children should:	To check written work by reading and make changes where necessary. (LIT)	Discuss what they have written with their teacher or other pupils. Re-reading what they have written to check it makes sense.	Evaluate their writing with the teacher and other pupils. Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Proof-read to check for errors in spelling, grammar and punctuation.	Assess the effectiveness of their own and others' writing and suggest improvements. Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof-read for spelling and punctuation errors.	Assess the effectiveness of their own and others' writing and suggest improvements. Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof-read for spelling and punctuation errors.	Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensure the consistent and correct use of tense throughout a piece of writing. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech	Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensure the consistent and correct use of tense throughout a piece of writing. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the



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						and writing and choosing the appropriate register. Proof-read for spelling and punctuation errors.	language of speech and writing and choosing the appropriate register. Proof-read for spelling and punctuation errors.
Performing writing Children should:	Think of, say and write a simple sentence, sometimes using a capital letter and full stop.	Read aloud their writing clearly enough to be heard by their peers and the teachers.	Read aloud what they have written with appropriate intonation to make the meaning clear.	Read their own writing aloud, to a group or the whole class, using the appropriate intonation and controlling the tone and volume so that the meaning is clear.	Read their own writing aloud, to a group or the whole class, using the appropriate intonation and controlling the tone and volume so that the meaning is clear.	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary Children should:	Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). (C&L) Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&L)	Leave spaces between words. Join words and join clauses using "and". Use familiar adjectives to add detail e.g. red apple, bad wolf.	Use expanded noun phrases to describe and specify. Attempt some varied vocabulary and some varied sentence openers.	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	Use a thesaurus. Use expanded noun phrases to convey complicated information concisely. Use modal verbs or adverbs to indicate degrees of possibility.	Use a thesaurus. Use expanded noun phrases to convey complicated information concisely. Use modal verbs or adverbs to indicate degrees of possibility.
Grammar Children should:	To make writing exciting using wow words (adjectives). (LIT) To begin to know sentences can be extended using a	Joining words and joining clauses using 'and.' use regular plural noun suffixes (-s, -es) use verb suffixes where root word is	Use coordination (using or, and, or but). Use commas in lists. Use sentences with different forms: statement, question,	Use the present perfect form of verbs in contrast to the present tense. Form nouns using prefixes.	Use the present perfect form of verbs in contrast to the present tense. Form nouns using prefixes.	Use the perfect form of verbs to mark relationships of time and cause. Use relative clauses beginning with who, which, where, when, whose, that or with an	Recognise the vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.



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	<p>joining word (conjunction) (LIT)</p>	<p>unchanged (-ing, -ed, -er)</p> <p>use the un- prefix to change meaning of adjectives/adverbs</p> <p>combine words to make sentences, including using and sequence sentences to form short narratives.</p> <p>separate words with spaces</p> <p>use sentence demarcation (. ! ?)</p> <p>use capital letters for names and pronoun ('I')</p>	<p>exclamation, command.</p> <p>Use subordination (using when, if, that or because).</p> <p>Use apostrophes for omission and singular possession.</p> <p>Use the present and past tenses correctly and consistently including the progressive form. Use extended simple sentences, including adverbs and adjectives to add interest.</p> <p>Use some features of written Standard English.</p> <p>Learn how to use selected grammar for Year 2.</p> <p>Use and understand grammatical terminology when discussing writing.</p>	<p>Use the correct form of 'a' or 'an'.</p> <p>Use word families based on common words (solve, solution, dissolve, insoluble).</p> <p>Use fronted adverbials.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>Use the correct form of 'a' or 'an'.</p> <p>Use word families based on common words (solve, solution, dissolve, insoluble).</p> <p>Use a wide range of fronted adverbials correctly punctuated.</p> <p>Use a wide range of conjunctions, adverbs and prepositions to express time and cause.</p> <p>Learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>implied (ie omitted) relative pronoun.</p> <p>Convert nouns or adjectives into verbs.</p> <p>Use verb prefixes.</p> <p>Use devices to build cohesion, including adverbials of time, place and number.</p>	<p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Understand and use differences in informal and formal language.</p> <p>Understand synonyms and antonyms.</p> <p>Use further cohesive devices such as grammatical connections and adverbials.</p> <p>Use of ellipses.</p>
<p>Punctuation</p> <p>Children should:</p>	<p>Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)</p>	<p>Begin to punctuate sentences using a capital letter and a full stop question mark or exclamation mark.</p>	<p>develop understanding by learning how to use familiar and new punctuation correctly: Full stops and capital letters.</p>	<p>Use commas after fronted adverbials.</p> <p>Indicate possession by using the possessive apostrophe with</p>	<p>Use commas after fronted adverbials.</p> <p>Indicate possession by using the possessive apostrophe with</p>	<p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p>	<p>Use hyphens to avoid ambiguity.</p> <p>Use semi-colons, colons, or dashes to mark boundaries between independent clauses.</p>



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		Using a capital letter for names of people, places, the days of the week and the personal pronoun 'I'. . !CL	. ! ? , (in lists)	singular and plural nouns. Use a punctuate direct speech (including punctuation within and surrounding inverted commas). ! ? . , ' "	singular and plural nouns. Use a punctuate direct speech (including punctuation within and surrounding inverted commas). ! ? . , ' " :	! ? . , ' " : () -	Use a colon to introduce a list punctuating bullet points consistently. ! ? . , ' " : () - ;
Grammatical Terminology Children should:	letter capital letter word sentence full stop	singular plural word letter capital letter sentence punctuation full stop question mark exclamation mark	noun noun phrase statement question exclamation command compound adjective verb suffix adverb tense (past, present) apostrophe comma	adverb preposition conjunction word family prefix clause subordinate clause direct speech consonant vowel inverted commas	determiner pronoun possessive pronoun adverbial	modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity	subject object active passive synonym antonym ellipses hyphen colon semi-colon bullet points.
Contexts for writing Children should:	Child initiated writing (in role and for purpose). Write narratives about personal experiences and those of others (real and fictional). Write about real events. Write poetry. Write for different purposes.	Write narratives about personal experiences and those of others (real and fictional). Write about real events. Write poetry. Write for different purposes.	Write narratives about personal experiences and those of others (real and fictional). Write about real events. Write poetry. Write for different purposes.	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.



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Writing Purposes	<p>Writing to entertain – narrative</p> <p>Writing to inform – recount, letter</p>	<p>Writing to entertain – narrative, poetry, description</p> <p>Writing to inform – recount, letter, instructions</p>	<p>Writing to entertain – narrative, poetry, description</p> <p>Writing to inform – recount, letter, instructions</p>	<p>Writing to entertain – narrative, poetry, description, playscripts</p> <p>Writing to inform – recount, newspaper, explanation, biography</p> <p>Writing to persuade – letter, advert</p>	<p>Writing to entertain – narrative, poetry, description, playscripts</p> <p>Writing to inform – recount, newspaper, explanation, biography</p> <p>Writing to persuade – letter, advert</p>	<p>Writing to entertain – narrative (including myths and legends), poetry, description, playscripts</p> <p>Writing to inform – newspaper, explanation, biography, autobiography, non-chronological report</p> <p>Writing to persuade – speech, advertising</p> <p>Writing to discuss – newspaper, argument</p>	<p>Writing to entertain – narrative (including myths and legends), poetry, description, playscripts</p> <p>Writing to inform – newspaper, explanation, biography, autobiography, non-chronological report</p> <p>Writing to persuade – speech, advertising</p> <p>Writing to discuss – newspaper, argument</p>
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