



Delph Primary School

Writing Progression Grid

Year Group	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Area of Study Transcription		Write from memory simple sentences dictated by the teacher that include words from grapheme-phoneme correspondence (GPC) and common exception words taught so far. Use letter names to show alternative spellings of the same phoneme. Use syllables to divide words when spelling.	Write from memory simple sentences dictated by the teacher that include words from GPCs, common exception words and punctuation taught so far.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		-
Spelling	Listen to and hear the sounds in CVC, CVCC and CCVC words. Recall &/identify the taught GPCs. Spell some taught common exception/ high frequency and familiar words.	Spell words containing each of the 40+ phonemes taught. Spell words with simple phoneme/grapheme correspondence accurately e.g., dog, red, cat. Make phonetically plausible attempts at writing longer words using common grapheme representations. Attempt to spell Year 1 common exception words. Spell the days of the week. Use the spelling rule for adding 's' or 'es' for verbs in the 3 rd person singular. Name the letters of the	Segment spoken words into phonemes, spelling many correctly. Distinguish between homophones and near-homophones. Learn to spell Year 2 common exception words. Learn new ways of spelling phonemes for which one or more spellings are already known.	Spell further homophones. Attempt to spell Year 3 and 4 common exceptions accurately.	Spell further homophones. Attempt to spell Year 3 and 4 common exceptions accurately. Use dictionaries to check the spelling and meaning of words. Use a thesaurus.	Continue to distinguish between homophones and other words which are often confused. Attempt to spell Year 5 and 6 common exceptions accurately. Use dictionaries to check the spelling and meaning of words. Spell some words with silent letters. Use a thesaurus.	Continue to distinguish between homophones and other words which are often confused. Attempt to spell Year 5 and 6 common exceptions accurately. Use dictionaries to check the spelling and meaning of words. Spell some words with silent letters. Use a thesaurus.

		alphabet in order and use letter names to distinguish between alternative sounds (Spring term 2).					
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Handwriting	Develop fine motor skills so that they can use a range of tools competently, safely and confidently. Develop the foundations of a handwriting style which is fast, accurate and efficient. Form lower-case and capital letters correctly. Know how to write taught letters.	Continue to develop fine motor skills. Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters and form digits 0-10. Produce recognisable letters and words to convey meaning.	Form lower-case letters of the correct size relative to one another. Start using some of the diagonal and horizontal strokes needed to join and understand which certain letters, when adjacent to one another are best left unjoined. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. use spacing between words that reflects the size of the letters.	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. Increase the legibility, consistency, and quality of their handwriting.	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. Increase the legibility, consistency, and quality of their handwriting.	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. Increase the legibility, consistency, and quality of their handwriting. Choose the writing implement that is best suited for a task.	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. Increase the legibility, consistency, and quality of their handwriting. Choose the writing implement that is best suited for a task.
Composition	Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). 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.	Plan Writing Say out loud what they are going to write about. Drafting and Writing Compose a sentence orally before writing it. Sequence events and sentences in chronological order to recount events or experiences. Leave spaces between words. Know how the prefix 'un' can be added to words to change meaning. Use suffixes 's', 'es', 'ed' and 'ing' in writing. Editing Reread what has been written to check it makes sense. Discuss what they	Develop a stamina and positive attitude towards writing for different purposes. Plan Writing Plan or say out loud what they are going to write about. Write ideas/ and or key vocabulary or words. Drafting and Writing Encapsulate what they want to say, sentence by sentence. Editing Make additions, revision, and corrections to their own writing. Proofread to check for errors in grammar and punctuation. Read aloud their writing with appropriate intonation to make the meaning clear.	Plan Writing Discuss writing like that which they are planning to write to understand and learn from its structure, vocabulary, and grammar. Discuss and record ideas. Drafting and Writing Organise paragraphs around a theme. In narratives, create settings, characters, and plot. In non-narrative material, use simple organisational devices (headings & subheadings). Evaluate and edit 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. Proofread for spelling and	Plan Writing Discuss writing like that which they are planning to write to understand and learn from its structure, vocabulary, and grammar. Discuss and record ideas. Drafting and Writing Organise paragraphs around a theme. In narratives, create settings, characters, and plot. In non-narrative material, use simple organisational devices (headings & subheadings). Evaluate and edit 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. Proofread for spelling and	Plan Writing Identify audience and purpose, selecting appropriate form and use other writing as a model. Note and develop initial ideas, drawing on reading and research when necessary. In writing narratives, consider how authors have developed characters and settings in what pupils have listened to and seen performed. Drafting and Writing Select appropriate grammar and vocab. Understanding how such choices can change and enhance meaning. Use a wide range of devices to build cohesion across paragraphs. In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Use further organisational and presentation devices to	Plan Writing Identify audience and purpose, selecting appropriate form and use other writing as a model. Note and develop initial ideas, drawing on reading and research when necessary. In writing narratives, consider how authors have developed characters and settings in what pupils have listened to and seen performed. Drafting and Writing Select appropriate grammar and vocab. Understanding how such choices can change and enhance meaning. Use a wide range of devices to build cohesion across paragraphs. In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Use further organisational and presentation devices to

		have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher.		punctuation errors. Read their 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.	punctuation errors. Read their 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.	structure text and guide the reader (e.g. longer paragraphs, headings, underlining). Evaluate and edit Assess the effectiveness of their own writing and others. Propose changes to grammar, vocab, and punctuation to clarify meaning. Ensure the consistent use of tense throughout writing. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proofread for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	structure text and guide the reader (e.g., longer paragraphs, headings, underlining). Evaluate and edit Assess the effectiveness of their own writing and others. Propose changes to grammar, vocab, and punctuation to clarify meaning. Ensure the consistent use of tense throughout writing. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proofread for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Grammar	To begin to know sentences can be extended using a joining word. To make writing exciting using wow words (adjectives).	Sentence Structure Combine words to make sentences, including using and sequence sentences to form short narratives. Separate words with spaces. Use regular plural noun suffixes (e.g., s, es). Use the un-prefix to change the meaning of adjectives/adverbs. Use capital letters for names and pronoun "I". Text Structure Sequence events and sentences to form a narrative.	Sentence Structure Use coordination (using or, and, or but). Use subordination (using when, if, that, or because). Say how the grammatical patterns in a sentence indicate its function. Use sentences with different forms: statement, questions, exclamation, command. Use apostrophes to show where letters are missing and mark singular possession. Use expanded noun phrases. Text Structure Consistently use the present tense and past	Sentence Structure Express time, place, and cause by using conjunctions, adverbs, and prepositions. Learn, use and understand the grammatical terminology in Year 2 accurately and appropriately when discussing writing and reading. Form nouns using prefixes. Text Structure Use present perfect form of verbs in contrast to past tense. Begin to use paragraphs. Use headings and sub-headings when appropriate.	Sentence Structure Use noun phrases which are expanded by adding modifying adjectives, nouns, and prepositional phrases. Use fronted adverbials correctly punctuated. Text Structure Use paragraphs consistently to organise writing. Make appropriate choice of pronoun and noun within and across sentences.	Sentence Structure Use relative clauses. Use adverbs or modal verbs to indicate a degree of possibility. Use the perfect form of verbs to mark relationship of cause and time. Use verb prefixes. Text Structure Build cohesion between paragraphs, including adverbials of time, place, reason, manner. Use adverbials to link paragraphs.	Sentence Structure Use a passive voice. Vary sentence structure depending on formal or informal, including subjunctive forms. Understand synonyms and antonyms. Text Structure Use a variety of organizational and presentational devices correct to the text type. Write in paragraphs which can clearly signal a change in subject, time or place.

			tense correctly. Use progressive forms of verbs in the present and past tense.				
Punctuation	Think of, say and write a simple sentence, sometimes using a capital letter and full stop.	Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.	Develop understanding by learning how to use familiar and new punctuation correctly. Exclamation marks and commas in a list. Apostrophes for contracted form and for possession.	Use commas after adverbials. Indicate possession by using the possessive apostrophe with singular and plural nouns. Use and punctuate direct speech (including punctuation within and surrounding inverted commas).	Use commas after fronted adverbials. Use apostrophes for plural possession, contracted forms and be able to differentiate between them. Use and punctuate direct speech (including punctuation within and surrounding inverted commas).	Use brackets, dashes and commas to indicate parenthesis. Use commas to clarify meaning or avoid ambiguity.	Use hyphens to avoid ambiguity. Use semicolons, colons, or dashes to mark boundaries between independent clauses. Use a colon to introduce a list punctuating bullet point consistently. Use of ellipsis.
Grammatical Terminology children should:	• Letter • Capital letter • Word • Sentence • Full stop	• Letter • Capital letter • Word • Singular • Plural • Sentence • Punctuation • Full stop • Exclamation mark • Question mark	• Noun • Noun phrase • Statement • Question • Exclamation • Command • Compound • Adjective • Verb suffix • Adverb • Tense (past, present) • Apostrophe • Comma	• Adverb • Preposition • Conjunction • Prefix • Clause • Subordinate clause • Direct speech • Consonant letter vowel • Vowel letter • Inverted commas	• Determiner • Pronoun • Possession pronoun • Adverbial	• Modal verb • Relative pronoun • Relative clause • Parenthesis • Bracket • Dash • Cohesion • Ambiguity	• Subject • Object • Active • Passive • Synonym • Antonym • Ellipsis • Hyphen • Colon • Semi-colon • Bullet points