

English Writing Progression Framework

Disciplinary Knowledge

| | F2 | Year 1 | Year 2 | Year 3 |
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| Phonic and whole word spelling | <ul style="list-style-type: none"> List to and hear the sounds in CVC, CVCC and CCVC words. Recall and identify taught GPCs. Spell some taught common exception, high frequency and familiar words. | <ul style="list-style-type: none"> Spell words containing each of the 40+ phonemes taught. Spell common exception words. Spell the days of the week. Name the letters of the alphabet in order Use letter names to distinguish between alternative spellings of the same sound. Spell words with simple phoneme/grapheme correspondence accurately. Make phonetically plausible attempts to write longer words. | <ul style="list-style-type: none"> Segment spoken words into phonemes and representing 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. | <ul style="list-style-type: none"> Spell further homophones. Spell words that are often misspelt. |
| Other words building spelling | | <ul style="list-style-type: none"> Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs Use the prefix un- Use -ing, -ed, -er and -est where no change is needed in the spelling of root words | <ul style="list-style-type: none"> Use the possessive apostrophe (singular) Learn how to spell more words with contracted forms. Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly. | <ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them. Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. Use the first 2 or 3 letters of a word to check its spelling in a dictionary. |
| Transcription | <ul style="list-style-type: none"> Begin to orally rehearse a sentence before writing. | <ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher that include words using | <ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher that include words using the GPCs, | <ul style="list-style-type: none"> Write from memory simple sentences, dictated by the teacher, |

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| | <ul style="list-style-type: none"> • Write short sentences with words with known sounds. • Re-read sentences to check for errors. | the GPCs and common exception words taught so far. | common exception words and punctuation taught so far. | that include words and punctuation taught so far. |
| Handwriting | <ul style="list-style-type: none"> • Develop fine motor skills so a range of writing tools can be used competently and confidently. • Form recognisable lowercase and capital letters. • Sit letters on the line. • Hold a pencil using the tripod grasp. | <ul style="list-style-type: none"> • 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. • Form digits 0-9. • Produce recognisable letters and words that convey meaning that another person can read with some mediation. | <ul style="list-style-type: none"> • Form lower-case letters of the correct size relative to one another. • 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. | <ul style="list-style-type: none"> • 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 handwriting. |
| Contexts for writing | <ul style="list-style-type: none"> • Child initiated writing. • Writing narratives about personal experiences. • Writing about real events. • Writing for purpose. | <ul style="list-style-type: none"> • Write narratives about personal experiences. • Write to entertain (stories, poetry, character descriptions). • Write to inform (recount, instructions, letter). | <ul style="list-style-type: none"> • Write narratives about personal experiences and those of others (real and fictional). • Write about real events. • Write poetry. • Write for different purposes. | <ul style="list-style-type: none"> • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. |
| Planning Writing | | <ul style="list-style-type: none"> • Compose a sentence orally before writing it. • Use several simple features of different text types. | <ul style="list-style-type: none"> • Plan or say out loud what they are going to write about. • Use new vocabulary from reading, class discussion and wider experiences to plan writing. | <ul style="list-style-type: none"> • Discuss and record ideas. • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. |
| Drafting Writing | | <ul style="list-style-type: none"> • Sequence sentences to form short narratives. • Re-read writing to check that it makes sense. | <ul style="list-style-type: none"> • Write down ideas and/or key words, including new vocabulary. • Encapsulate what they want to say, sentence by sentence. | <ul style="list-style-type: none"> • Organise paragraphs around a theme • In narratives; create settings, characters and plots. |

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| | | | | <ul style="list-style-type: none"> • In non-narrative material, using simple organisational devices (headings & subheadings). |
| Editing Writing | | <ul style="list-style-type: none"> • Discuss what they have written with the teacher or other pupils. • Begin to check writing for errors. | <ul style="list-style-type: none"> • Evaluate their writing with the teacher and other pupils • Re-read writing to check for sense and to ensure that verbs used indicate time are used correctly and consistently, including verbs in the continuous form • Proof-read to check for errors in spelling, grammar and punctuation. • To independently check their writing with the purpose of improving it. | <ul style="list-style-type: none"> • Assess the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proof-read for spelling and punctuation errors |
| Performing writing | | <ul style="list-style-type: none"> • Read their writing aloud clearly enough to be heard by their peers and the teacher. | <ul style="list-style-type: none"> • Read aloud what has been written with appropriate intonation to make the meaning clear. | <ul style="list-style-type: none"> • Read 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. |
| Grammar and sentence structure | <ul style="list-style-type: none"> • Articulate ideas and thoughts into verbal sentences. • Connect one idea or action to another verbally. • Recognise that a capital letter and full stop are needed to form an accurate sentence. | <ul style="list-style-type: none"> • Use regular plural noun suffixes (-s, -es). • Use verb suffixes where root word is unchanged (-ing, -ed, -er). • Un- prefix to change meaning of adjectives/adverbs. • Use simple sentence structures that are accurately punctuated with a capital letter and full stop. • Form simple compound sentences. • Use simple conjunctions (and, but) to link ideas in sentences. | <ul style="list-style-type: none"> • Use the present and past tense correctly and consistently. • Write sentences with different forms, statement, question, exclamation, command. • Use subordination (using when, if, that, or because) and coordination (using or, and, or but). • Demonstrate Standard English in writing. • Use expanded noun phrases to describe and specify • Use suffixes to form new words (-ful, -er, -ness) | <ul style="list-style-type: none"> • Use the present perfect form of verbs in contrast to the past tense. • Maintain the correct tense throughout a piece of writing. • Form nouns using prefixes (super-, anti-) • Use the correct form of 'a' or 'an'. • Use coordinating conjunctions confidently and accurately. • Use subordinate conjunctions to extend sentences (when, if, that, or, because, although). • Punctuate direct speech using inverted commas. |

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| | | <ul style="list-style-type: none"> • Sequence sentences to form short narratives • Separate words with spaces. • Use sentence demarcation (. ! ?) • Use capital letters for names, places, days of the week and the pronoun 'I') | <ul style="list-style-type: none"> • Use the full range of punctuation taught at Key Stage One. • Use commas to separate items in lists. • Use apostrophes for omission & singular possession. | <ul style="list-style-type: none"> • Use the full range of punctuation taught in Key Stage One. |
| Grammatical terminology | capital letters and full stops | letter, capital letter, word, singular, plural, 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, consonant letter vowel, vowel letter, inverted commas (or 'speech marks') |
| Punctuation | <ul style="list-style-type: none"> • To punctuate sentences with a capital letter and a full stop. | <ul style="list-style-type: none"> • To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' | <ul style="list-style-type: none"> • Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) | <ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists, inverted commas for speech and apostrophes for contracted forms and the possessive (singular) |