Great Wood Primary School
Progression of Key Learning in Writing

	In Reception	Early Learning Goal	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary, grammar and punctuation	Emergent Writing ■ •Develop language skills (listening andtalking) in a range of contexts. ■ •Show awareness that writingcommunicates meaning. ■ •Give meaning to the marks they make. ■ •Understand that thoughts can bewritten down. ■ •Copies adults writing behaviour, (e.g.writing on the whiteboard, writingmessages when on the phone, etc). ■ •Make marks and drawings usingincreasing control. ■ •Know there is a sound/symbolrelationship. ■ •Use some recognisable letters and ownsymbols. ■ •Write letters and strings, sometimes incluster like words. ■ •Beginning to use appropriate letters forinitial sounds. ■ •Beginning to build words using lettersounds in their writing. ■ •Use writing in their play. ■ •Use familiar words in their writing. ■ •Show awareness of the differentaudience for writing. ■ (N.B links to daily systematic teaching of phonics)	Children at the expected level of development will: ■ -Write recognisable letters, most of which are correctly formed; ■ -Spell words by identifying sounds in them and representing the sounds with a letter or letters; ■ -Write simple phrases and sentences that can be read by others. (This is the full ELG relating to Writing – it is split into the areas of writing below)	Previous year group and: ■ Say, and hold in memory whilst writing, **simple sentences** which make sense. ■ Write **simple sentences** that can be read by themselves and others. ■ Separate **words** with finger spaces. ■ Punctuate simple **sentences** with **capital letters** and **full stops.** ■ Use capital **letter** for the **personal pronoun**. ■ Use **capital letters** for names of people, places and days of the week. ■ Identify and use **question marks** and **exclamation marks.** ■ Use **simple conjunctions (joining words)** to link ideas e.g. *and.* ■ Extend range of **joining words** to link words and clauses using *but* and *or.* ■ Make **singular** nouns **plural** using *'s'* and *'es'* e.g. *dog, dogs; wish, wishes.* ■ Add **suffixes** to verbs **where no spelling change is needed** to the **root word** e.g. *helping, helped, helper.* ■ Add the **prefix** *'un'* to **verbs** and **adjectives** to change the meaning e.g. *untie, unkind.*	Previous year group and: ■ Say, write and punctuate simple and **compound sentences** using the conjunctions *and, but* and *or.* ■ Use sentences with different forms: **statement**, **question**, **command**, **exclamation**. ■ Secure the use of full stops, capital letters, exclamation marks and question marks. ■ Use **commas** to separate items in a **list**. ■ Use **apostrophes** for **contracted forms** e.g. *don't, can't, wouldn't, you're, I'll.* ■ Use **subordination for time** e.g. *When we had finished our writing, we went out to play. We went out to play when we had finished our writing.* Other time conjunctions: *while, as, before, after.* ■ Use **subordination for reason** e.g. *I put my coat on because it was raining. Because it was raining, I put on my coat.* Other reason conjunctions: *so, if, then, for, unless.* ■ Use **subordinating conjunction** *that* in a sentence, e.g. *I hope that it doesn't rain on sports day.* ■ Select, generate and effectively use **verbs.** ■ Explore the **progressive form** of **verbs** in the **present tense** (*e.g. she is drumming*) and **past tense** (*e.g. he was shouting*) to mark actions in progress. ■ Use **past tense** for narrative, recount *(e.g. diary, newspaper report, biography)* historical reports. ■ Use **present tense** for non-chronological reports and persuasive adverts. ■ Select, generate and effectively use **nouns.** ■ Add **suffixes** *ness* and *er* to create **nouns** e.g. *happiness, sadness, teacher, baker.* ■ Create **compound** words using nouns, e.g. *whiteboard* and *football.* ■ Select, generate and effectively use **adjectives.** ■ Identify, generate and effectively use **noun phrases** e.g. *the blue butterfly with shimmering wings* (for description), *granulated sugar* (for specification). ■ Add **suffixes** *ful* or *less* to create **adjectives** *e.g. playful, careful, careless, hopeless.*	Previous year group and: ■ Identify **clauses** in sentences. ■ Explore and identify main and **subordinate clauses** in complex sentences. ■ Explore, identify and create **complex sentences** using a range of **conjunctions** e.g. *when, if, because, although, while, since, until, before, after, so.* ■ Use the **comma** to separate **clauses** in complex sentences where the subordinate clause appears first, e.g. *Although it was raining, we decided not to take our coats.* ■ Identify, select, generate and effectively use **prepositions** for where e.g. *above, below, beneath, within, outside, beyond.* ■ Select, generate and effectively use **adverbs** e.g. *suddenly, silently, soon, eventually.* ■ Use **inverted commas to** punctuate **direct speech (speech marks).** ■ Use **perfect form** of **verbs** using *have* and *has* to indicate a completed action e.g. *He has gone out to play* (present perfect) instead of *he went out to play* (simple past). ■ Use the **determiner** *a* or *an* according to whether the next word begins with a **consonant** or **vowel** e.g. *a rock, an open box.* ■ Explore and collect **word families** e.g. *medical, medicine, medicinal, medic, paramedic, medically* to extend vocabulary. ■ Explore and collect words with **prefixes** *super, anti, auto.*	Previous year group and: ■ Create **complex sentences** with **adverb starters** e.g. *Silently trudging through the snow, Sam made his way up the mountain.* ■ Create sentences with **fronted adverbials** for when e.g. *As the clock struck twelve, the soldiers sprang into action.* ■ *Create sentences with* ***fronted adverbials*** *for where* e.g. *In the distance, a lone wolf howled.* ■ Use **commas** after fronted **adverbials.** ■ Identify, select and use **determiners** including: - articles a/an, the - demonstratives: this/that; these/those - possessives: my/your/his/ - her/its/our/their - quantifiers: some, any, no, many, much, every ■ Use **inverted commas** and other punctuation to indicate **direct speech** e.g. *The tour guide announced, "Be back here at four o' clock."* ■ Identify, select and effectively use **pronouns.** ■ Use nouns for precision, e.g. *burglar* rather than *man, bungalow* rather than *house.* ■ Explore, identify, collect and use **noun phrases** e.g. *The crumbly cookie with tasty marshmallow pieces melted in my mouth.* ■ Explore, identify and use **Standard English verb inflections** for writing e.g. *We were* instead of *we was. I was* instead of *I were, I did* instead of *I done. She saw it* instead of *she seen it.* ■ Use **apostrophes** for singular and plural **possession** e.g. *the dog's bone and the dogs' bones.*	Previous year group and: ■ Create **complex sentences** by using **relative clauses** with **pronouns** *who, which, where, whose, when, that* e.g. *Sam, who had remembered his wellies, was first to jump in the river. The robberies, which had taken place over the past month, remained unsolved.* ■ Create complex sentences where the **relative pronoun** is omitted e.g. *Tina, standing at the bus stop, pondered the day ahead.* ■ Create and punctuate **complex sentences** using ***ed*** **opening clauses,** e.g. *Exhausted from the race, Sam collapsed in a heap.* ■ Create and punctuate **complex sentences** using ***ing*** **opening clauses,** e.g. *Grinning with anticipation, Paul launched himself from the diving board.* ■ Create and punctuate **complex sentences** using ***simile starters,*** e.g. *Like a fish out of water, she conversed awkwardly with the other guests.* ■ Demarcate **complex sentences** using **commas** in order to clarify meaning. ■ Use commas to avoid **ambiguity,** e.g. 'Let's eat Grandma.' And 'Let's eat, Grandma.' ■ Identify and use commas to indicate **parenthesis**, e.g. *The house, lonely and abandoned, teetered on the edge of the cliff.* ■ Identify and use **brackets** to indicate **parenthesis**, e.g. In formal writing: *The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa.* ■ Identify and use **dashes** to indicate **parenthesis**, e.g. In less formal writing: *The cake was lovely – delicious in fact – so I had another slice.* ■ Explore, collect and use **modal verbs** to indicate degrees of **possibility** e.g. *might, could, shall, will, must.* ■ Use devices to build **cohesion** within a **paragraph** e.g. *firstly, then, presently, subsequently.* ■ Link ideas across **paragraphs** using **adverbials** for time, place and numbers e.g. *later, nearby, secondly.* ■ Identify and use **brackets** and **dashes** ■ Use **suffixes** *–ate, -ise, -ify* to **convert nouns** and **adjectives** into verbs. ■ Investigate **verb prefixes** e.g. *dis-, re-, pre-, mis-, over-.*	Previous year group and: ■ **Manipulate sentences** to create particular effects. ■ Use devices to **build cohesion** between **paragraphs** in persuasive, discursive and explanatory texts e.g. *on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.* ■ Use devices to **build cohesion** between **paragraphs** in narrative e.g. *in the meantime, meanwhile, in due course, until then.* ■ Use **ellipsis** to link ideas between paragraphs. ■ Use repetition of a word or phrase to link ides between paragraphs. ■ Identify and use **semi-colons** to mark the boundary between **independent clauses** e.g. *It is raining; I am fed up.* ■ Investigate and collect a range of **synonyms** and **antonyms** e.g. *mischievous, wicked, evil, impish, spiteful, well-behaved.* ■ Explore how **hyphens** can be used to avoid ambiguity e.g. *man eating shark* versus *man-eating shark.* ■ Explore and collect vocabulary typical of **formal** and **informal speech** and writing e.g. find out – discover, ask for - request, go in – request. ■ Identify the **subject** and **object** of a sentence. ■ Explore and investigate **active** and **passive** e.g. *I broke the window in the greenhouse* versus *the window in the greenhouse was broken.* ■ Explore, collect and use examples of the **perfect form of verbs** to mark relationships of time and cause e.g. *I had eaten lunch when you came* (past perfect); *She has eaten lunch already* or *I have eaten lunch already* (present perfect); *I will have eaten lunch by then* (future perfect). ■ Punctuate **bullet points** consistently ■ Identify and use **colons** to introduce a list. ■ Identify and use **semi-colons** within lists.

Great Wood Primary School
Progression of Key Learning in Writing

	In Reception	Early Learning Goal	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				■ Use **suffixes** *er* and *est* to create **adjectives** e.g. *faster, fastest, smaller, smallest.* ■ Select, generate and effectively use **adverbs**. ■ Use **suffix** *ly* to turn adjectives into **adverbs** e.g. *slowly, gently, carefully.*				
Terminology for pupils *			letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	determiner pronoun, possessive 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

***Taken from the English National Curriculum - English Appendix 2 : Vocabulary, grammar and punctuation**

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Progression of Key Learning in Writing

	In Reception	Early Learning Goal	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	▪ •Use talk to organize, articulate, sequence and clarify thinking, ideas, feelings and events. ▪ Understands that thoughts and stories can be written down. ▪ •Have their own ideas and reasons for writing. ▪ •Orally compose a sentence and hold it in memory before attempting to write it. ▪ •Begin to use simple sentence forms. ▪ •Can talk about the features of their own writing. ▪ •Write a simple narrative. ▪ •Write different text forms for different purposes (e.g. lists, stories, menus, instructions, labels, captions, recipes, postcards).	Children at the expected level of development will: ▪ Write simple phrases and sentences that can be read by others.	Previous year group and: **Planning** ▪ Orally plan and rehearse ideas. ▪ Sequence ideas and events in narrative. ▪ Sequence ideas and events in non-fiction. ▪ Use familiar plots for structuring the opening, middle and end of their stories. **Drafting and Writing** ▪ Orally compose every **sentence** before writing. ▪ Re-read every **sentence** to check it makes sense. ▪ Compose and sequence their own sentences to write short narratives. ▪ Compose and sequences their own sentences to write short non-fiction texts e.g. recounts, information texts, instructions. ▪ Use **formulaic phrases** to open and close texts. ▪ Write in **different forms** with simple text type features e.g. *instructions, narratives, recounts, poems, information texts.* **Evaluating and Editing** ▪ **Discuss** their writing with **adults** and **peers**. **Performing** ▪ Read aloud their writing to **adults** and **peers.**	Previous year group and: **Planning** ▪ Plan and discuss what to write about e.g. *story mapping, collecting new vocabulary, key words and ideas.* **Drafting and Writing** ▪ Orally rehearse each sentence prior to writing. ▪ Develop a positive attitude to writing. ▪ Develop stamina for writing in order to write at length. ▪ Write about **real** and **fictional** events. ▪ Write simple **poems** based on models. ▪ Make simple notes from non-fiction texts e.g. highlighting and noting key words. ▪ Use **specific text type features** to write for a range of audiences and purposes e.g. *to instruct, inform, entertain, explain, discuss, persuade.* **Evaluating and Editing** ▪ Edit and **improve** their own writing in relation to **audience** and **purpose**. ▪ **Evaluate** their writing with adults and peers. ▪ **Proofread** to check for errors in spelling, grammar and punctuation. ▪ **Proofread** to check for correct form of verbs within sentences, e.g. correcting *he walking to the shop* to *he walked to the shop*. **Performing** ▪ Read aloud their writing with **intonation** to make the **meaning clear**.	Previous year group and: **Planning** ▪ Read and **analyse** narrative, non-fiction and poetry in order to plan and write their own versions. ▪ Identify and discuss the **purpose**, **audience**, **structure**, **vocabulary** and **grammar** of narrative, non-fiction and poetry. ▪ Discuss and record ideas for **planning** using a range of formats e.g. *chunking a plot, story maps, flow charts, boxing up.* **Drafting and Writing** ▪ Create and develop **settings** for narrative. ▪ Create and develop **characters** for narrative. ▪ Improvise, create and write dialogue. ▪ Create and develop **plots** based on a model. ▪ Generate and select from **vocabulary banks** e.g. *noun phrases, powerful verbs, technical language, synonyms for said* appropriate to text type. ▪ Group related material into **paragraphs.** ▪ Use **headings** and **sub headings** to organise information. **Evaluating and Editing** ▪ **Proofread** to check for errors in spelling, grammar and punctuation in **own** and **others'** writing. ▪ **Discuss** and **propose changes** with partners and in small groups. ▪ Improve writing in the light of **evaluation**. **Performing** ▪ Using appropriate **intonation**, **tone** and **volume** to present their writing to a group or class.	Previous year group and: **Planning** ▪ Read and **analyse** narrative, non-fiction and poetry in order to plan their own versions. ▪ Identify and discuss the **purpose**, **audience**, **structure**, **vocabulary** and **grammar** of narrative, non-fiction and poetry. ▪ Discuss and record ideas for **planning** e.g. *story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan.* **Drafting and Writing** ▪ Develop **settings** and **characterisation** using **vocabulary** to **create emphasis**, **humour**, **atmosphere**, **suspense**. ▪ Plan and write an **opening paragraph** which combines **setting** and **character/s**. ▪ Improvise and compose **dialogue**, demonstrating their understanding of Standard and non-Standard English. ▪ Generate and select from vocabulary banks e.g. *powerful adverbs, **adverbial phrases**, technical language, persuasive phrases, alliteration* appropriate to text type. ▪ Use different sentence structures (see VGP) ▪ Use **paragraphs** to organise writing in fiction and non-fiction texts. ▪ Use organisational devices in on-fiction writing, e.g. *captions, text boxes, diagrams, lists.* ▪ Link ideas across paragraphs using **fronted adverbials** for when and where e.g. *Several hours later…, Back at home…* **Evaluating and Editing** ▪ **Proofread** to check for errors in spelling, grammar and punctuation. ▪ **Discuss** and **propose changes** to own and others' writing with partners/small groups. ▪ Improve writing in light of **evaluation** **Performing** ▪ Use appropriate **intonation**, **tone** and **volume** to present their writing to a range of audiences.	Previous year group and: **Planning** ▪ Identify the **audience** and **purpose** ▪ Select the appropriate **language** and **structures**. ▪ Use similar writing models. ▪ Note and **develop** ideas. ▪ Draw on reading and research. ▪ Think how authors develop **characters** and **settings** (in books, films and performances). **Drafting and Writing** ▪ Select ***appropriate* grammar** and **vocabulary**. ▪ **Blend action**, **dialogue** and **description** within and across **paragraphs**. ▪ Use different **sentence structures** with increasing control (see VGP). ▪ Use devices to build **cohesion** (see VGP column). ▪ Use **organisation** and **presentational devices** e.g. *underlining, bullet points, headings.* **Evaluating and Editing** ▪ **Assess** the **effectiveness** of own and others' writing in relation to **audience** and **purpose**. ▪ Suggest **changes** to grammar, vocabulary and punctuation to enhance effects and clarify meaning. ▪ Ensure **consistent** and correct use of **tense** throughout a piece of writing. ▪ Ensure **consistent subject** and **verb agreement**. ▪ **Proofread** for spelling and punctuation errors. **Performing** ▪ Use appropriate **intonation** and **volume**. ▪ Add **movement**. ▪ Ensure **meaning** is clear.	Previous year group and: **Planning** ▪ Identifying **audience** and **purpose**. ▪ Choose appropriate **text-form** and type for all writing. ▪ Select the appropriate **structures**, **vocabulary** and **grammar**. ▪ Draw on similar writing models, reading and research. ▪ **Compare** how authors **develop** characters and settings (in books, films and performances). ▪ Use a range of **planning approaches** e.g. *storyboard, story mountain, discussion group, post-it notes, ICT story planning.* **Drafting and Writing** ▪ Select ***appropriate* vocabulary** and **language** effects, appropriate to task, **audience** and **purpose**, for **precision** and **impact.** ▪ Select **appropriate register** for **formal** and **informal** purposes, e.g. *a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal).* ▪ Blend **action**, **dialogue** and **description** within sentences and paragraphs to **convey character** and **advance the action**, e.g. *Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!"* ▪ Consciously control the use of **different sentence structures** for **effect**. ▪ Use a wide range of devices to **build cohesion** within and across the paragraphs. ▪ Deviate narrative from linear or chronological sequence e.g. *flashbacks, simultaneous actions, time-shifts.* ▪ Combine **text-types** to create **hybrid texts** e.g. *persuasive speech.* ▪ **Evaluate**, **select** and using a range of **organisation** and **presentational devices** to structure text for different **purposes** and **audiences** e.g. *headings, subheadings, columns, bullet points, tables.* ▪ Find examples of where authors have **broken conventions** to achieve specific effects and use similar techniques in own writing – e.g. *repeated use of 'and' to convey tedium, one word sentence.*

Great Wood Primary School
Progression of Key Learning in Writing

	In Reception	Early Learning Goal	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
								■ Make **conscious choices** about techniques to **engage** the reader including **appropriate tone** and **style** e.g. *rhetorical questions, direct address to the reader.* ■ Use **active** and **passive** voice to achieve intended effects e.g. *in formal reports, explanations and mystery narrative.* ■ Précis longer passages. **Evaluating and editing** ■ **Reflect** upon the **effectiveness** of writing in relation to **audience** and **purpose**, suggesting and making changes to enhance effects and clarify meaning. ■ **Proofread** for grammatical, spelling and punctuation errors. **Performing** ■ Use appropriate and effective **intonation** and **volume**. ■ Add **gesture** and **movement** to enhance meaning. ■ Encourage and take account of **audience engagement**.

Great Wood Primary School
Progression of Key Learning in Writing

	In Reception	Early Learning Goal	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription: Spelling *(see also our Spelling progression document and Lancashire Supporting Spelling for more detail)*	▪ •Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. ▪ •Segment sounds in simple words. ▪ •Segment to write VC and CVC words independently using Phase 2 and Phase 3 graphemes (e.g. it, mop, bell). ▪ •Make phonetically plausible attempts when writing more complex words, (e.g. using Phase 4 CCVCC). ▪ •Spell some irregular common words (tricky) the, to, no, go, independently. ▪ •Write own name.	Children at the expected level of development will: ▪ Spell words by identifying sounds in them and representing the sounds with a letter or letters;	Previous year group and: ▪ Name the **letters** of the **alphabet** in order. ▪ Use **letter names** to distinguish between alternative spellings of the same sound. ▪ Spell **words** containing each of the **phonemes** already taught. ▪ Be able to **encode** the sounds they hear in **words.** ▪ Be able to **read back words** they have spelt. ▪ Use their **phonic knowledge** when spelling **unfamiliar words** *(i.e. produce phonically plausible spellings).* ▪ Spell **common exception words**. ▪ Spell the **days** of the **week**. ▪ Use the spelling rule for adding *–s* or *–es (i.e. when the* ***word*** *has a /ɪz/ sound).* ▪ Use the **prefix** *un–* for **words** without any change to the spelling of the root **word** . ▪ Use **suffixes** *–ing, –ed, –er* and *–est* where no change is needed in the spelling of root **words.** ▪ Apply **simple spelling rules** and guidelines, as listed in Appendix 1 Supporting Spelling document. ▪ Write from **memory simple sentences** dictated by the teacher that include **words** taught so far.	Previous year group and: ▪ **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. ▪ Learn some words with each spelling, including a few **common homophones**. ▪ Learn to spell **common exception words.** ▪ Learn to spell more words with **contracted forms**. ▪ Distinguish between **homophones** and **near-homophone**. ▪ Add **suffixes** *ness* and *er to* create **nouns** e.g. *happiness, sadness, teacher, baker.* ▪ Select, generate and effectively use **adjectives**. ▪ Add **suffixes** *ful* or *less to create* ***adjectives*** *e.g. playful, careful, careless, hopeless.* ▪ Use **suffixes** *er* and *est* to create **adjectives** e.g. *faster, fastest, smaller, smallest.* ▪ Use **suffix** *ly* to turn **adjectives** into **adverbs** e.g. *slowly, gently, carefully.* ▪ Write from **memory simple sentences** dictated by the teacher that include **words** and **punctuation** taught so far.	Previous year group and: ▪ Use further **prefixes** and **suffixes** and understand how to add them. ▪ Spell further **homophones**. ▪ Spell words that are **often misspelt**. ▪ Use the **first two letters** of a word to **check** its spelling in a **dictionary**. ▪ Write from **memory simple sentences**, **dictated** by the teacher, that include **words** and **punctuation** taught so far. ▪ Learn to spell new words correctly and have **plenty** of **practice** in spelling them. ▪ Understand how to place the **apostrophe** in words with **regular plurals** (e.g. girls', boys'). ▪ Spell words as **accurately** as possible using their phonic knowledge and other knowledge of spelling, such as **morphology** and **etymology**.	Previous year group and: ▪ Use further **prefixes** and **suffixes** and understand how to add them. ▪ Spell further **homophones**. ▪ Spell words that are **often misspelt**. ▪ Use the **first three letters** of a word to **check** its spelling in a **dictionary.** ▪ Write from **memory simple sentences**, **dictated** by the teacher, that include **words** and **punctuation** taught so far. ▪ Learn to spell new words correctly and have **plenty** of **practice** in spelling them. ▪ Understand how to place the **apostrophe** in words with **irregular plurals** (e.g. children's). ▪ Spell words as **accurately** as possible using their phonic knowledge and other knowledge of spelling, such as **morphology** and **etymology**.	Previous year group and: ▪ Spell words that they have not yet been taught by using what they have learnt about how spelling works in English. ▪ Use **further prefixes** and **suffixes** and understand the guidelines for adding them. ▪ Spell some words with **'silent' letters**, e.g. *knight*, *psalm*, *solemn.* ▪ 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**. ▪ Use **dictionaries** to check the **spelling** and **meaning** of words. ▪ Use the **first three or four letters** of a word to **check spelling, meaning** or both of these in a **dictionary.** ▪ Use a **thesaurus.** ▪ Use **suffixes** *–ate, -ise, -ify* to **convert nouns** and **adjectives** into verbs. ▪ **Investigate verb prefixes** e.g. *dis-, re-, pre-, mis-, over-.*	Previous year group and: ▪ Be **secure** with all **spelling rules previously taught**. ▪ Write **increasingly confidently**, accurately and fluently, spelling with **automaticity**. ▪ Use a number of **different strategies** interactively in order to spell correctly. ▪ Develop **self-checking** and **proof-checking strategies.** ▪ Use **independent spelling** strategies for spelling **unfamiliar words**.

Great Wood Primary School
Progression of Key Learning in Writing

	In Reception	Early Learning Goal	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription: Handwriting		■ Write left to right and top to bottom. ■ Form most lower case letters correctly; starting and finishing in the right place, going the right way round, correctly orientated. ■ Know how to form clear ascenders ('tall letters') and descenders ('tails'). ■ Form some capital letters correctly, including the initial letter of their name. ■ Form letters from their name correctly. ■ (N.B. the letters children can form correctly will relate to their name, phonics phases and other letters which ■ children have been taught to form correctly).	Children at the expected level of development will: ■ **Hold** a pencil with an **effective grip**. ■ Form **lower-case letters** correctly *– starting and finishing in the right place, going the right way round, correctly oriented.* ■ Have **clear ascenders** *('tall letters')* and **descenders** *('tails')*. ■ Form **capital letters correctly**.	Previous year group and: ■ Form **lower-case letters** of the **correct size** relative to one another. ■ Use **upper case letters appropriately** e.g. *not always writing A as a capital, not using capitals within words.* ■ Write **upper case letters** of the **correct size** relative to lower case letters. ■ Start using some of the **diagonal** and **horizontal strokes** needed to **join** letters.	Previous year group and: ■ Form and use the **four basic handwriting joins**. ■ Write **legibly**.	Previous year group and: ■ Write with **consistency** in **size** and **proportion** of **letters**, 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 letters **do not touch**.*	Previous year group and: ■ Write **fluently**. ■ Choose **when** it is **appropriate** to **print** or **join** writing e.g. *printing for labelling a scientific diagram.*	Previous year group and: ■ Write with **increasing speed** choosing the writing implement that is best suited for a task *(e.g. quick notes, letters).*