

Progression in Writing at Beaufort Primary School							
	KS1		KS2				
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Composition and Effect	EYFS Write simple sentences which can be read by themselves and others.	Develop writing stamina and the ability to write longer texts. Write and describe real events, recording these simple and clearly. Write stories and narratives about personal experiences and those of others, both real and fictional, which are well sequenced .	Create longer narratives, which include interrelated, developed characters, settings and plots. Write non-fiction texts for different purposes, which are logically organised and contain some features of non-fiction writing. Establish a viewpoint. Organise writing using paragraphs. Use varied and rich vocabulary that holds the reader's interest, e.g. noun phrases, powerful verbs, adjectives and adverbs. Use an increasing range of different sentence types and structures, including direct speech. Analyse writing similar to that which they are planning to write, commenting on its structure, vocabulary and grammar. Discuss what they are going to write and record ideas, before writing.	Create longer narratives, which include interrelated, well developed settings and plots together with significant interaction between characters. Write non-fiction texts for different purposes, which are logically organised and contain an increasing number of features of non-fiction writing. Establish and maintain viewpoints, moods and feelings. Choose the appropriate register of tone. Organise writing using paragraphs and other devices that help links between sentences (e.g. conjunctions, pronouns and adverbials). Use ambitious, varied and rich vocabulary that holds the readers interest (e.g. expanded noun phrases, powerful verbs, adjectives, adverbs). Use an increasing range of different sentence types and structures, including direct speech.	Identify the purpose and audiences for writing, taking into account how this influences the form and style of writing. Create non-fiction texts for different purposes and audiences, which are logically organised and demonstrate control of the key features of non-fiction writing. Compose longer narratives, selecting the appropriate form, which include interrelated, well developed settings and plots together with significant interaction between characters that advance the action. Establish and maintain viewpoints, moods, atmospheres and feelings. Use imaginative details and precise vocabulary to entertain, amuse and create tension. Use figurative language (e.g. similes, alliteration and metaphors). Organise writing using paragraphs and a range of devices (e.g. conjunctions, pronouns and adverbials to build cohesion within and across paragraphs). Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet	Identify the purpose and audiences for writing, taking into account how this influences the form and style of writing. Use the appropriate register of tone (e.g. formal v informal or active v passive). Create longer narratives, selecting the appropriate form, which include interrelated, well developed settings and plots together with significant interaction between characters that advance the action. Establish and maintain viewpoints, moods, atmospheres and feelings throughout longer texts. Use imaginative details and precise vocabulary to entertain, amuse and create tension. Use figurative language (e.g. similes, alliteration and metaphors). Create longer non-fiction texts for different purposes and audiences, which are logically organised and demonstrate control of the key features of non-fiction writing. Use further organisational and presentational devices to structure text and to guide the	
	Year 1 Say out loud what they are going to write about. Rehearse sentences orally before writing them. Sequence sentences to form short narratives. Re-read to check that writing makes sense. Discuss their writing with a peer or teacher, applying the correct terminology. Read aloud their writing clearly enough to be heard by their peers and teacher.	Write non-fiction texts for different purposes, which are logically organised . Write poems applying adventurous language. Choose interesting vocabulary that holds the readers interest (e.g. noun phrases, powerful verbs, adjectives and adverbs). Use a range of different sentence types. Collect ideas and key words, including new vocabulary before writing. Compose sentences orally before writing them. Rehearse what they want to say, sentence by sentence. Re-read what they have written to check it makes sense. Proof-read writing to check for errors in spelling, grammar and punctuation.					

		<p>Make simple additions, revisions and corrections to their own writing.</p> <p>Discuss their writing with a peer or teacher, using the correct terminology.</p> <p>Read aloud their writing with appropriate intonation to make the meaning clear.</p>	<p>Compose and rehearse sentences orally before writing them.</p> <p>Re-read what they have written to check it makes sense.</p> <p>Proof-read writing to check for errors in spelling, grammar and punctuation.</p> <p>Analyse their writing with a peer or teacher, using the correct terminology.</p> <p>Analyse the effectiveness of their own and others' writing, suggesting improvements.</p> <p>Make additions, revisions and corrections to their own writing, following self, peer and teacher assessment.</p> <p>Read aloud their writing with appropriate intonation to make the meaning clear.</p>	<p>Analyse writing similar to that which they are planning to write, commenting on its structure, vocabulary and grammar.</p> <p>Discuss what they are going to write and record ideas, before writing.</p> <p>Compose and rehearse sentences orally before writing them.</p> <p>Re-read what they have written to check it makes sense.</p> <p>Proof-read writing to check for errors in spelling, grammar and punctuation.</p> <p>Discuss their writing with a peer or teacher, using the correct terminology.</p> <p>Analyse the effectiveness of their own and others' writing, suggesting improvements.</p> <p>Make additions, revisions and corrections to their own writing, following self, peer and teacher assessment.</p> <p>Read aloud their writing with appropriate intonation to make the meaning clear.</p>	<p>points, text boxes, underlining etc.).</p> <p>Use correct verb form throughout a piece of writing.</p> <p>Analyse writing similar to that which they are planning to write, commenting on its structure, vocabulary and grammar.</p> <p>Analyse how authors have developed characters and settings in what they have read, listened to or seen performed.</p> <p>Précis longer passages.</p> <p>Discuss what they are going to write and record ideas.</p> <p>Select appropriate grammar (sentence structures and punctuation) and vocabulary.</p> <p>Re-read what they have written to check it makes sense and consider how alternative grammar and vocabulary can enhance effects.</p> <p>Proof-read writing to check for errors in spelling, grammar and punctuation.</p> <p>Discuss their writing with a peer or teacher, using the correct terminology.</p> <p>Analyse the effectiveness of their own and others' writing .</p> <p>Make additions, revisions and corrections to their own writing, following self, peer and teacher assessment.</p>	<p>reader (e.g. headings, bullet points, text boxes)</p> <p>Analyse writing similar to that which they are planning to write, commenting on its structure, vocabulary and grammar.</p> <p>Analyse how authors have developed characters and settings in what they have read, listened to or seen performed.</p> <p>Précis longer passages.</p> <p>Discuss what they are going to write and record ideas, before writing.</p> <p>Select appropriate grammar (sentence structures and punctuation) and vocabulary.</p> <p>Re-read what they have written to check it makes sense and consider how alternative grammar and vocabulary can enhance effects and clarify meaning.</p> <p>Proof-read writing to check for errors in spelling, grammar and punctuation.</p> <p>Discuss their writing with a peer or teacher, using the correct terminology.</p> <p>Evaluate the effectiveness of their own and others' writing, suggesting improvements.</p> <p>Make additions, revisions and corrections.</p>
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Leave spaces between words.

Use adjectives in own writing.

Write simple sentences, which are **mostly grammatically correct**.

Join simple sentences or clauses using and, but, so.

Use capital letters with increasing accuracy, including for names of people, places, days of the week and the personal pronoun I.

Use full stops accurately.

Begin to punctuate sentences with question marks and exclamation marks.

Write sentences, with different forms: statement, question, exclamation and command.

Write sentences with coordinating clauses using and, but, so, or.

Use present and past tense mostly correctly and consistently.

Write sentences with subordinating clauses using when, if, that or because.

Use expanded noun phrases to describe and specify (e.g. the blue butterfly or the man in the moon).

Use capital letters, full stops, exclamation marks, question marks, commas in lists, apostrophes for contracted forms and apostrophes for possession (singular nouns only).

Formulate sentences that express time, place or cause using conjunctions (e.g. when, so, because), adverbs (e.g. then, next) or prepositions (e.g. before, after).

Use expanded noun phrases, with modifying adjectives and prepositional phrases, to describe and specify (e.g. the strict maths teacher with curly hair).

Use fronted adverbials, which tell the reader when or how (e.g. Later that day, I heard the bad news or Reluctantly, I climbed out of bed).

Use verb forms (tense) correctly.

Use the forms a or an correctly.

Use capital letters, full stops, exclamation marks, question marks, commas in lists, apostrophes for contracted forms and apostrophes for possession (singular nouns only).

Use inverted commas to punctuate direct speech.

Use paragraphs to group related material

Compose sentences containing coordinating and subordinate clauses, which are grammatically correct, using a wider range of conjunctions.

Create sentences that express time, place or cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, therefore) or prepositions (e.g. before, after, during, in).

Consistently **use** expanded noun phrases, with modifying adjectives and prepositional phrases, to describe and specify (e.g. the strict maths teacher with curly hair).

Use a wider range fronted adverbials, which tell the reader when or how (e.g. Later that day, I heard the bad news or Reluctantly, I climbed out of bed).

Use verb forms (tense) correctly and consistently.

Use capital letters, full stops, exclamation marks, question marks, commas in lists, apostrophes for contracted forms, apostrophes for possession (singular nouns) and inverted commas to punctuate direct speech.

Use a thesaurus to improve vocabulary.

Create sentences containing coordinating and subordinate clauses, which are grammatically correct, using a wide range of conjunctions.

Create sentences containing relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.

Use a wide range of conjunctions, adverbs and prepositions to express time, cause and place.

Use capital letters, full stops, exclamation marks, question marks, commas in lists, commas after reporting clause, apostrophes for contracted forms, apostrophes for possession and use inverted commas, a new line for each speaker and other speech punctuation in direct speech.

Use commas to separate clauses, to clarify meaning and avoid ambiguity.

Use brackets, dashes or commas to indicate parenthesis.

Use devices to build cohesion within paragraphs and across paragraphs (e.g. adverbials of time, place and number and appropriate choice of pronouns or nouns).

Select vocabulary and grammatical structures that reflect the level of formality required mostly correctly.

Use a range of cohesive devices, including adverbials and appropriate choice of pronouns or nouns.

Use passive and modal verbs.

Use a wide range of clause structures, sometimes varying their position within the sentence –

Use coordinating and subordinate clauses, which are grammatically correct, using a wider range of conjunctions.

Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.

Use inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and make some correct use of semi-colons, dashes, colons and hyphens.

Use a thesaurus to improve vocabulary, whilst continuing to use dictionaries to check the spelling and meaning of words.

Know how words are related by meaning (synonyms and antonyms).

			<p>Use headings and sub-headings to aid presentation.</p> <p>Identify the differences between Standard English and non-standard English.</p>	<p>Use commas after fronted adverbials.</p> <p>Use apostrophes for possession (singular and plural nouns).</p> <p>Use commas to separate clauses, occasionally.</p> <p>Use other punctuation and a new line for each speaker to indicate direct speech e.g. a comma after the reporting clause if that comes first and end punctuation within inverted commas</p> <p>Understand the grammatical difference between plural and possessive -s.</p> <p>Accurately and consistently use paragraphs to group related material.</p> <p>Choose pronouns or nouns within and across sentences appropriately to aid cohesion and avoid repetition.</p> <p>Consistently use Standard English forms for verb inflections correctly</p>		<p>Know the difference between vocabulary typical of formal speech and formal speech or writing</p> <p>Understand the difference between passive and active voice</p> <p>Create sentences that indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).</p> <p>Create sentences containing relative clauses beginning with who, which, where, when, whose, that or omitted relative pronouns.</p> <p>Use capital letters, full stops, exclamation marks, question marks, commas in lists, commas after fronted adverbials, commas after reporting clauses, apostrophes for contracted forms and apostrophes for possession, inverted commas, a new line for each speaker and other speech punctuation in direct speech, commas to separate clauses and brackets, dashes or commas to indicate parenthesis.</p> <p>Use semi-colons, colons and dashes to mark the boundary between clauses.</p> <p>Use a colon to introduce a list.</p> <p>Use bullet points to list</p> <p>Use hyphens to avoid ambiguity</p>
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Spelling	<p>EYFS - Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. Some words are spelt correctly and others are phonetically plausible.</p> <p style="text-align: center;">Year 1</p> <p>Segment words into sounds before choosing graphemes to represent the sounds.</p> <p>Divide words into syllables to help spell them (e.g. pocket).</p> <p>Spell the first 100 high frequency words correctly, including tricky 'red' words (also see list of additional common exception words for Year 1 in Spelling Appendix).</p> <p>Spell the majority of the next 200 high frequency words correctly, including tricky 'red' words.</p> <p>Spell the days of the week.</p> <p>Spell words with the sounds taught in RWI SET 1, plus ll, ff, ss, zz.</p> <p>Spell words with the sounds taught in RWI SET 2 graphemes.</p> <p>Spell words with the sounds taught in RWI SET 3 (excluding tion/tious).</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>Spell all the next 200 high frequency words correctly, including tricky 'red' words (also see common exception words for Year 2).</p> <p>Segment spoken words into phonemes and represent these using the correct graphemes with increasing accuracy, including for words of two or more syllables.</p> <p>Spell words ending in tion (e.g. station, fiction). Spell words with the sound /dʒ/ represented by ge or dge (e.g. huge, charge).</p> <p>Know when the sound /dʒ/ is represented by g or j word e.g. magic, giant.</p> <p>Spell words with the sound /s/ spelt c before e, i and y (e.g. race, city, fancy)</p> <p>Spell words with the /n/ sound represented by kn (e.g. knock, know, knee or gn e.g. gnat, gnaw).</p> <p>Spell words with the /r/sound represented by wr (e.g. write, wrong, wrap).</p> <p>Spell words with the /l/ or /əl/ sound spelt: -le at the end of words (e.g. little, apple, table); -el at the end of words (e.g. camel, squirrel, travel); -al at the end of words (e.g. metal, medal, animal). Spell words ending in the grapheme il (e.g. pencil, fossil, nostril).</p>	<p>Revise and apply spelling rules and guidelines taught in Year 2.</p> <p>Segment spoken words into phonemes and represent these using the correct graphemes with increasing accuracy, including for words of two or more syllables.</p> <p>Spell words with suffixes beginning with vowel letters (e.g. ed, ing, er, en to words of more than one syllable (see rules and guidelines in Year 3 and 4 Spelling Appendix)).</p> <p>Spell words with the /l/ sound spelt y elsewhere than at the end of words (e.g. myth, gym, Egypt, pyramid, mystery).</p> <p>Spell words with the /ʌ/ sound spelt using ou e.g. young, touch, country – note in Yr2 this sound is taught spelt with an o (e.g. other, Monday nothing).</p> <p>Spell words with the prefixes super, anti and auto.</p> <p>Spell words with the suffixes ly, ation, ous.</p> <p>Use a and an correctly.</p>	<p>Revise and apply spelling rules and guidelines taught in Year 3.</p> <p>Segment spoken words into phonemes and represent these using the correct graphemes accurately, including for words of two or more syllables.</p> <p>Spell words with the prefixes inter, in, dis, mis, sub, re, sub and il correctly.</p> <p>Use the suffixes ion and ian correctly (e.g. tion, sion, ssion, cian).</p> <p>Spell words with endings sounding like /ʒə/ or /tʃə/ (e.g. measure, treasure, enclosure and creature, nature, adventure).</p> <p>Spell words with the /k/ sound spelt ch (Greek in origin) (e.g. scheme, chorus, chemist, echo, character).</p> <p>Spell words with the /s/ sound spelt sc (Latin in origin) (e.g. science, scene, discipline, fascinate, crescent).</p> <p>Spell words with /ʃ/ sound spelt ch (mostly French in origin) (e.g. chef, chalet, machine, brochure).</p>	<p>Revise and apply spelling rules and guidelines taught in Year 3 and 4.</p> <p>Understand guidelines for adding a wide range of prefixes and suffixes i.e. convert nouns or adjectives into verbs using suffixes (e.g. ate, ise and ify).</p> <p>Spell words that end in -cious and -tious correctly.</p> <p>Spell words that end in -cial and -tial correctly.</p> <p>Spell words with silent letter (e.g. doubt, island, lamb, solemn and thistle).</p> <p>Spell words with /i:/ ('ee') sound spelt ei after c.</p> <p>Spell a wider range of common homophones and near homophones accurately and consistently (e.g. advice/advise, device/devise, licence, license, practice/practise, prophecy/prophesy, aloud/allowed, cerial/serial, past/passed, dessert/desert, compliment/complement).</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Spell at least half of the words on the Year 5 and 6 Spelling List, correctly (see Spelling Appendix).</p>	<p>Revise and apply spelling rules and guidelines taught in Year 5.</p> <p>Understand guidelines for adding a wide range of prefixes and suffixes.</p> <p>Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency.</p> <p>Spell words ending in -able/ably, -ible/ibly.</p> <p>Add suffixes beginning with vowel letter to ords ending in fer (e.g. referring, referred, referral, reference, referee, preferring, preferred, preference).</p> <p>Know when to use a hyphen to join a prefix to a root word. Spell words containing ough correctly (e.g. bought, thought, nought, fought, rough, tough, enough, cough, though, although, through, thorough, borough, plough).</p> <p>Spell words with 'silent' letters e.g. doubt, lamb, solemn, thistle.</p> <p>Spell a wider range of common homophones and near homophones accurately and consistently (e.g. farther/further, guessed/guest, heard/herd, led/lead, morning/mourning,</p>
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<p>Spell words containing the graphemes: ie (/aɪ/) (e.g. lie, pie, cried); ue (e.g. blue, clue, rescue); au (e.g. author, August); ore (e.g. more, wore, shore) ear (e.g. dear, hear, beard) ear (/ɛə/) (e.g. bear, pear, wear).</p> <p>Spell words with the /tʃ/ sound spelt tch (e.g. catch, hutch, fetch).</p> <p>Spell words with the /v/ sound at the end of words usually spelt ve (e.g. have, live, give).</p> <p>Spell words with the /i/ or /l/ sound at the end, using y (e.g. very, party, family).</p> <p>Spell words containing the /f/ sound represented by ph e.g. dolphin, phonics, elephant and the /w/ sound represented by wh (e.g. when, which, wheel).</p> <p>Spell regular plural nouns ending in s and es (e.g. dog, dogs; wish).</p> <p>Spell words using suffixes ing, ed, er and est, where no change is needed to the root words (e.g. help, helping, helped).</p> <p>Know how the prefix un changes the meaning of verbs and adjectives and spell words containing this prefix (e.g. unkind, untie).</p> <p>Spell compound words where two words are joined together and each parts is spelt as it would be if it were on its own (e.g. football, playground, bedroom).</p>	<p>Spell words with the /aɪ/ sound spelt using -y at the end of words (e.g. July, fly).</p> <p>Spell regular plural nouns ending in s and es and add es to nouns and verbs ending in y (e.g. babies).</p> <p>Apply different rules for adding suffixes ed, ing, er and est and y</p> <p>Spell words with the sound /ɔ:/ ('or') spelt using al or all (e.g. always, walk, ball) or spelt ar after w (e.g. warm).</p> <p>Spell words with the sound /ʌ/ sound spelt with an o (e.g. other, Monday).</p> <p>Spell words with the /i:/ sound spelt -ey (e.g. key).</p> <p>Spell words with the /ɒ/ ('o') sound spelt using a after w or qu (e.g. want, watch, wander or quantity)</p> <p>Form nouns using suffixes (e.g. ness or er and by compounding e.g. whiteboard or superman).</p> <p>Form adjectives using the suffixes ful, less, er and est. Use the suffix ly to turn adjectives into adverbs.</p> <p>Spell words with contracted forms (e.g. can't, didn't).</p> <p>Distinguish between homophones.</p>	<p>Spell words with the /eɪ/ ('ay') sound spelt ei, eigh or ey (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>Spell a wider range of words with contracted form (e.g. I've, should've, doesn't etc.).</p> <p>Spell words with endings sounding like sure and ture (e.g. creature, furniture, measure, treasure, teacher, richer, stretcher).</p> <p>Distinguish between a wider range of homophones and near homophones (e.g. accept/except, brake/break, fair/fare, grate/great, mail/male, meet/meat, weather/whether).</p> <p>Begin to use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Spell at least half of the words on the Year 3 and 4 Spelling List, correctly (see Spelling Appendix).</p>	<p>Spell words ending in a /g/ sound spelt gue or the /k/ sound spelt que (French in origin) (e.g. league, tongue, antique, unique).</p> <p>Use a possessive apostrophe with plural words correctly (e.g. girls', boys', babies', children's, men's, mice's).</p> <p>Distinguish between a wider range of homophones and near homophones (e.g. ball/bawl, berry/bury, groan/grown, heel/heal/he'll, knot/not, main/mane, meddle/medal, missed/mist, peace, piece, plain/plane, rain/rein, reign, scene/seen, whose/who's).</p> <p>Confidently use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Spell all of the words on the Year 3 and 4 Spelling List, correctly (see Spelling Appendix).</p>		<p>bridal/bridle, ascent/assent, affect/effect, alter/altar, descent/dissent, aisle/isle, draft/draught).</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Spell all of the words on the Year 5 and 6 Spelling List, correctly (see Spelling Appendix).</p>
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Handwriting	<p>Knowledge and Skills</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Use spacing between words that reflect the size of the letters.</p> <p>Form all lower-case letters and capital letters correctly, starting and finishing in the right place.</p> <p>Form capital letters correctly.</p> <p>Form digits 0-9 correctly.</p> <p>Understand which letters belong to which handwriting families (i.e. letters that are formed in similar ways).</p>	<p>Form lower-case letters of the correct size relative to one another.</p> <p>Use diagonal and horizontal strokes needed to join letters.</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 all four diagonal and horizontal strokes that are needed to joins with letters, with increasing consistency.</p> <p>Ensure that all letters are consistent in size and orientation, including ascenders and descenders.</p>	<p>Consistently and accurately use all four diagonal and horizontal strokes that are needed to joins letters.</p> <p>Ensure that all letters are consistent in size and orientation, including ascenders and descenders.</p> <p>Increase legibility and quality of handwriting by ensuring downstrokes of letters are parallel and equidistant.</p>	<p>Use joined handwriting, fluently with increasing speed.</p> <p>Choose the writing implement that is best suited for a task.</p>	<p>Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</p> <p>Develop a personal style of writing, which is joined, legible, consistent and of high quality.</p> <p>Write with fluency and speed.</p> <p>Make decisions about the style of handwriting best suited to a particular task.</p>
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