

## Writing Progression Milestones 2022-23

	Reception	Year 1	Year 2	Year 3
Spelling	<ul style="list-style-type: none"> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> </ul>	<ul style="list-style-type: none"> <li>Spell some common exception words</li> <li>Spell the days of the week</li> <li>Adding s or es as the plural marker of nouns</li> <li>Using -ing, -ed, -er and -est where no change is needed in the spelling of root words</li> <li>Using the prefix un-</li> </ul>	<ul style="list-style-type: none"> <li>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>Spelling many common exception words</li> <li>Spelling some words with contracted forms</li> <li>Adding suffixes to spell some words e.g. -ment, -ness, -ful, -less, -ly</li> </ul>	<ul style="list-style-type: none"> <li>Spell words with additional prefixes and suffixes and understand how to add them to root words, for example - form nouns using super, anti, auto</li> <li>Recognise and spell additional homophones, for example - he'll, heel, heal</li> <li>Spell correctly word families based on common words, for example - solve, solution, solver</li> <li>Spell identified commonly misspelt words from Year 3 and 4 word list</li> </ul>
Composition, punctuation and grammar	<ul style="list-style-type: none"> <li>Write simple phrases and sentences that can be read by others.</li> </ul>	<ul style="list-style-type: none"> <li>Write sentences to form short narratives</li> <li>Separation of words with spaces</li> <li>Using 'and' to join words and clauses.</li> <li>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>Demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks</li> <li>Use of commas to separate items in a list</li> <li>Using sentences with different forms in their writing (statements, questions, exclamations and commands)</li> <li>Using some expanded noun phrases to describe and specify</li> <li>Using present and past tense mostly correctly and consistently</li> <li>Using co-ordination (or / and / but) and some subordination (when / if / that / because)</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use inverted commas for direct speech</li> <li>Indicate possession using the possessive apostrophe with plural nouns</li> <li>Use the forms a or an</li> <li>Use a range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although</li> <li>Begin to use fronted adverbials</li> <li>Use the perfect form of verbs to mark relationships of time and cause</li> <li>Use conjunctions, adverbs and prepositions to express time and cause</li> <li>Write a narrative with a clear structure, setting, characters and plot</li> <li>Write a non-narrative using simple organisational devices such as headings and sub-headings</li> </ul>
Handwriting	<ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases;</li> <li>Write recognisable letters, most of which are correctly formed;</li> </ul>	<ul style="list-style-type: none"> <li>Form most lower-case letters in the correct direction, starting and finishing in the right place (entry and exit flicks)</li> <li>Form most capital letters correctly</li> </ul>	<ul style="list-style-type: none"> <li>Using the diagonal and horizontal strokes needed to join letters in some of their writing</li> <li>Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>Using spacing between words</li> </ul>	<ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes that are needed to join letters</li> <li>Understand which letters, when adjacent to one another, are best left unjoined</li> <li>Increase the legibility, consistency and quality of handwriting</li> </ul>

	Year 4	Year 5	Year 6
Spelling	<ul style="list-style-type: none"> <li>• Spell words with additional prefixes and suffixes and understand how to add them to root words. for example - ation, ous, ion, ian</li> <li>• Recognise and spell additional homophones, for example - accept and except, whose and who's</li> <li>• Spell identified commonly misspelt words from Year 3 and 4 word list</li> </ul>	<ul style="list-style-type: none"> <li>• Form verbs with prefixes. for example, dis, de, mis, over and re.</li> <li>• Convert nouns or adjectives into verbs by adding a suffix. for example, ate, ise, ify.</li> <li>• Spell some words with 'silent' letters, e.g. knight, psalm, solemn.</li> <li>• Distinguish between homophones and other words which are often confused.</li> <li>• Spell identified commonly misspelt words from the Year 5 and 6 word list.</li> </ul>	<ul style="list-style-type: none"> <li>• spelling most words correctly (years 5 and 6)</li> </ul>
Composition, punctuation and grammar	<ul style="list-style-type: none"> <li>• Use other punctuation in direct speech, including a comma after the reporting clause.</li> <li>• Use apostrophes to mark plural possession.</li> <li>• use commas after fronted adverbials</li> <li>• Use of paragraphs to organise ideas around a theme</li> <li>• Write a narrative with a clear structure, setting, characters and plot</li> <li>• Use a range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>• Use conjunctions, adverbs and prepositions to express time and cause</li> <li>• Indicate possession using the possessive apostrophe with plural nouns</li> <li>• Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>• Use the features and structures of text types taught so far.</li> <li>• Start sentences in different ways.</li> <li>• Use stylistic devices to create effects in writing, for example, simile, metaphor, personification.</li> <li>• Organise writing into paragraphs to show different information or events.</li> <li>• Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs.</li> <li>• Use modal verbs or adverbs to indicate degrees of possibility.</li> <li>• Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</li> <li>• Use expanded noun phrases to convey complicated information concisely</li> <li>• Use commas and hyphens to clarify meaning or avoid ambiguity in writing.</li> <li>• Use brackets, dashes or commas to indicate parenthesis.</li> </ul>	<ul style="list-style-type: none"> <li>• creating atmosphere, and integrating dialogue to convey character and advance the action</li> <li>• selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly</li> <li>• using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs</li> <li>• using passive and modal verbs mostly appropriately</li> <li>• using a wide range of clause structures, sometimes varying their position within the sentence</li> <li>• using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision</li> <li>• using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens</li> <li>• use of layout devices (headings, sub-headings, columns, bullets, or tables, to structure text)</li> </ul>

	<ul style="list-style-type: none"> <li>• Use fronted adverbials, for example, 'Later that day, I went shopping.'</li> <li>• Use expanded noun phrases with modifying adjectives and prepositional phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Use semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>• Use a colon to introduce a list</li> <li>• Ensure the consistent and correct use of tense throughout a piece of writing.</li> <li>• Ensure correct subject and verb agreement when using singular and plural.</li> </ul>	
handwriting	<ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes that are needed to join letters</li> <li>• Understand which letters, when adjacent to one another, are best left unjoined</li> <li>• Increase the legibility, consistency and quality of their handwriting (must be cursive and joined)</li> </ul>	<ul style="list-style-type: none"> <li>• Write legibly, fluently and with increasing speed (must be cursive and joined)</li> </ul>	<ul style="list-style-type: none"> <li>• Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</li> </ul>