



**Holy Trinity CofE Primary School**  
**English - Writing Progression Document**

Vocabulary, Grammar and Punctuation

Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Word</b>		<ul style="list-style-type: none"> <li>Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun</li> <li>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</li> <li>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]</li> </ul>	<ul style="list-style-type: none"> <li>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</li> <li>Formation of adjectives using suffixes eg –ful, –less</li> <li>(A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1)</li> <li>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</li> </ul>	<ul style="list-style-type: none"> <li>Formation of nouns using a range of prefixes [for example super–, anti–, auto–]</li> <li>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</li> <li>Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]</li> </ul>	<ul style="list-style-type: none"> <li>The grammatical difference between plural and possessive –s</li> <li>Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]</li> </ul>	<ul style="list-style-type: none"> <li>Converting nouns or adjectives into verbs using suffixes [for example, ate; –ise; –ify]</li> <li>Verb prefixes [for example, dis–, de–, mis–, over– and re–]</li> </ul>	<ul style="list-style-type: none"> <li>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</li> <li>How words are related by meaning as synonyms and antonyms [for example, big, large, little].</li> </ul>
<b>Sentence</b>	<ul style="list-style-type: none"> <li>write simple phrases and sentences that can be read by others</li> <li>Write for different purposes – cards, labels, letters and captions.</li> <li>Re-read what they have written to check it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>How words can combine to make sentences</li> <li>Joining words and joining clauses using and</li> </ul>	<ul style="list-style-type: none"> <li>Subordination (using when, if, that, because) and coordination (using or, and, but)</li> <li>Expanded noun phrases for description and specification [e.g., the blue butterfly, plain flour, the man in the moon]</li> <li>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> </ul>	<ul style="list-style-type: none"> <li>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</li> </ul>	<ul style="list-style-type: none"> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</li> <li>Fronted adverbials [for example, Later that day, I heard the bad news.]</li> </ul>	<ul style="list-style-type: none"> <li>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</li> <li>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</li> </ul>	<ul style="list-style-type: none"> <li>Use of the passive to affect the presentation of information in a sentence [e.g., I broke the window in the greenhouse versus the window in the greenhouse was broken (by me)].</li> <li>The difference between structures typical of informal speech and structures appropriate for formal speech and writing</li> </ul>



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<b>Text</b>	<ul style="list-style-type: none"> <li>write more than one sentence and begin to use capital letters and full stops when writing more than one sentence</li> </ul>	<ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives</li> </ul>	<ul style="list-style-type: none"> <li>Correct choice and consistent use of present tense and past tense throughout writing</li> <li>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to paragraphs as a way to group related material</li> <li>Headings and subheadings to aid presentation</li> <li>Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]</li> </ul>	<ul style="list-style-type: none"> <li>Use of paragraphs to organise ideas around a theme</li> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>Devices to build cohesion within a paragraph [for example, then, after that, this, firstly]</li> <li>Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</li> </ul>	<ul style="list-style-type: none"> <li>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</li> <li>Layout devices [for example, headings, subheadings, columns, bullets, or tables, to structure text]</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>write sentences with words using a capital letter and full stop</li> <li>use finger spaces when writing sentences</li> </ul>	<ul style="list-style-type: none"> <li>Separation of words with spaces</li> <li>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>Capital letters for names and for the personal pronoun I</li> </ul>	<ul style="list-style-type: none"> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>Commas to separate items in a list</li> <li>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to inverted commas to punctuate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</li> <li>Apostrophes to mark plural possession [e.g., the girl's name, the girls' names]</li> <li>Use of commas after fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Brackets, dashes or commas to indicate parenthesis</li> <li>Use of commas to clarify meaning or avoid ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [e.g., It's raining; I'm fed up]</li> <li>Use of the colon to introduce a list and use of semi-colons within lists</li> <li>Punctuation of bullet points to list information</li> <li>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark]</li> </ul>
<b>Terminology</b>	<ul style="list-style-type: none"> <li>Letter</li> <li>Capital letter</li> <li>Word</li> <li>Sentence</li> <li>Full stop</li> <li>Finger space</li> </ul>	<ul style="list-style-type: none"> <li>Letter</li> <li>Capital letter</li> <li>Word</li> <li>Singular</li> <li>Plural</li> <li>Sentence</li> <li>Punctuation</li> <li>Full stop</li> <li>Question mark</li> <li>Exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>noun &amp; noun phrase</li> <li>statement &amp; question</li> <li>exclamation</li> <li>command</li> <li>compound</li> <li>suffix</li> <li>adjective, adverb, verb</li> <li>tense (past, present)</li> <li>apostrophe</li> <li>comma</li> </ul>	<ul style="list-style-type: none"> <li>Preposition</li> <li>conjunction</li> <li>word family</li> <li>prefix</li> <li>clause</li> <li>subordinate clause</li> <li>direct speech</li> <li>consonant</li> <li>vowel letter</li> <li>consonant letter vowel</li> <li>inverted commas</li> </ul>	<ul style="list-style-type: none"> <li>determiner</li> <li>pronoun</li> <li>possessive pronoun</li> <li>adverbial</li> <li>superlatives</li> </ul>	<ul style="list-style-type: none"> <li>modal verb</li> <li>relative pronoun</li> <li>relative clause</li> <li>parenthesis</li> <li>bracket</li> <li>dash</li> <li>cohesion</li> <li>ambiguity</li> <li>Past and present progressives</li> </ul>	<ul style="list-style-type: none"> <li>subject, object</li> <li>active, passive</li> <li>synonym, antonym</li> <li>ellipsis, hyphen, colon, semi-colon, bullet points</li> </ul>



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**English - Writing Progression Document**

Handwriting

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Letter formation placement and positioning	<ul style="list-style-type: none"> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>Use a comfortable grip with good control when holding pens and pencils</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Form lower case and capital letters correctly.</li> <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>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</li> <li>To sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>To form the digits 0-9.</li> <li>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	<ul style="list-style-type: none"> <li>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>To form lower case letters of the correct size, relative to one another.</li> <li>To use spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>To use a neat, joined handwriting style with increasing accuracy and speed.</li> </ul>	<ul style="list-style-type: none"> <li>To increase the legibility, consistency and quality of their handwriting</li> <li>by ensuring that the downstrokes of letters are parallel and equidistant and by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li> </ul>	<ul style="list-style-type: none"> <li>To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</li> <li>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</li> </ul>	<ul style="list-style-type: none"> <li>To write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters and by choosing the writing implement that is best suited for a task.</li> </ul>
Joining letters	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>To begin to use the diagonal and horizontal strokes needed to join letters.</li> </ul>	<ul style="list-style-type: none"> <li>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</li> </ul>	<ul style="list-style-type: none"> <li>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</li> </ul>	<ul style="list-style-type: none"> <li>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</li> </ul>	<ul style="list-style-type: none"> <li>To recognise when to use an unjoined style (e.g. for labelling a diagram, for writing an email address or for algebra) and capital letters (e.g. for filling in a form).</li> </ul>



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Spelling

Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Children should be taught to:</p> <ul style="list-style-type: none"> <li>• Spell words containing each of the 40+ phonemes</li> <li>• Spell common exception words</li> <li>• Spell the days of the week</li> <li>• Name the letters of the alphabet in order</li> <li>• Use letter names to distinguish between alternative spellings of the same sound</li> </ul> <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> <li>• Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• Using the prefix un-</li> <li>• Using -ing, -ed, -er and -est where no change is needed in the spelling of root words</li> </ul> <ul style="list-style-type: none"> <li>• apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<p>Children should be taught to:</p> <ul style="list-style-type: none"> <li>• Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• Spell by learning 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</li> <li>• Spell by learning to spell common exception words</li> <li>• Spell by learning to spell more words with contracted forms</li> <li>• Spell by learning the possessive apostrophe (singular)</li> <li>• Spell by distinguishing between homophones and near-homophones</li> </ul> <ul style="list-style-type: none"> <li>• Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> <li>• Apply spelling rules and guidance, as listed in English Appendix 1</li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>	<p>Children should be taught to:</p> <ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand how to add them</li> <li>• Spell further homophones</li> <li>• Spell words that are often misspelt</li> <li>• Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<p>Children should be taught to:</p> <ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand how to add them</li> <li>• Spell further homophones</li> <li>• Spell words that are often misspelt</li> <li>• Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<p>Children should be taught to:</p> <ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand the guidance for adding them</li> <li>• Spell some words with 'silent' letters</li> <li>• Continue to distinguish between homophones and other words which are often confused</li> <li>• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>• Use dictionaries to check the spelling and meaning of words</li> <li>• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• Use a thesaurus.</li> </ul>	<p>Children should be taught to:</p> <ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand the guidance for adding them</li> <li>• Spell some words with 'silent' letters</li> <li>• Continue to distinguish between homophones and other words which are often confused</li> <li>• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</li> <li>• Use dictionaries to check the spelling and meaning of words</li> <li>• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• Use a thesaurus.</li> </ul>



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**English - Writing Progression Document**

Composition

Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<p>Children should be taught to:</p> <p>Write sentences by:</p> <ul style="list-style-type: none"> <li>• Saying out loud what they are going to write about</li> <li>• Composing a sentence orally before writing it</li> <li>• Sequencing sentences to form short narratives</li> <li>• Re-reading what they have written to check that it makes sense</li> </ul> <ul style="list-style-type: none"> <li>• Discuss what they have written with the teacher or other pupils</li> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>	<p>Children should be taught to:</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> <li>• writing about real events</li> <li>• writing poetry</li> <li>• writing for different purposes</li> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>• planning or saying out loud what they are going to write about</li> <li>• writing down ideas and/or key words, including new vocabulary</li> <li>• encapsulating what they want to say, sentence by sentence</li> </ul> <p>Make simple additions, revision and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>• evaluating their writing with the teacher and other pupils</li> <li>• re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>• proof-reading to check for errors in spelling, grammar and punctuation</li> </ul>	<p>Children should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>• organising paragraphs around a theme</li> <li>• in narratives, creating settings, characters and plot</li> <li>• in non-narrative material, using simple organisational devices</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• proof-read for spelling and punctuation errors</li> </ul>	<p>Children should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn 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identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• précising longer passages</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader</li> </ul> <p>Evaluate and edit by:</p>	<p>Children should be taught to:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <li>• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li> <li>• noting and developing initial ideas, drawing on reading and research where necessary</li> <li>• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</li> <li>• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</li> <li>• précising longer passages</li> <li>• using a wide range of devices to build cohesion within and across paragraphs</li> <li>• using further organisational and presentational devices to structure text and to guide the reader</li> </ul> <p>Evaluate and edit by:</p>



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**English - Writing Progression Document**

			<ul style="list-style-type: none"> <li>• read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>• read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• proof-read for spelling and punctuation errors</li> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>• assessing the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> <li>• ensuring the consistent and correct use of tense throughout a piece of writing</li> <li>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</li> <li>• proof-read for spelling and punctuation errors</li> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>
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