



Howley Grange Writing Progression 2024-2025

The concepts in bold refer to the English National Curriculum Appendix 2: Vocabulary, grammar and punctuation.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and spelling	<p>Writing</p> <ul style="list-style-type: none"> -Spell words by identifying sounds in them and representing the sounds with a letter or letters (see Phonics scheme). 	<ul style="list-style-type: none"> -Name the letters of the alphabet in order. -Use letter names to distinguish between alternative spellings for the same sound (see Phonics scheme). -Spell words using the 40+ phonemes that are known (see Phonics scheme). -Spell the Y1 common exception words. -Spell the days of the week. -Add -s or -es to regular nouns to create plural nouns -Add -s or -es to verbs to show the third person singular -Add the prefix un- to verbs and adjectives to change their meaning. -Add the suffixes -ed, -ing, -er to verbs where no change is needed in the spelling of the root word. -Add the suffixes -er, and -est to adjectives where no change is needed in the spelling of the root word. 	<ul style="list-style-type: none"> -Segment spoken words into phonemes and represent these by graphemes (see Phonics scheme). -Learn new ways of spelling phonemes for which one or more spellings are already known (see Phonics scheme). -Spell all the Y2 common exception words. -Recognise and spell common homophones and near-homophones. -Spell words with contracted forms. -Add the suffix -ment to verbs to create nouns. -Add the suffix -er to verbs to create nouns. -Add the suffixes -er and -est to adjectives to create comparative adjectives. -Add the suffix -ly to adjectives to create adverbs. -Add the suffixes -ful and -less to nouns or verbs to create nouns or adjectives. -Add the suffix -ness to adjectives to create nouns. -Add -es to nouns and verbs ending in -y. -Add -ed, -ing, -er and -est to a root word ending in -y with a consonant before it. -Add -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it. -Add -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter. -Create nouns by compounding (eg whiteboard, Superman) 	<ul style="list-style-type: none"> -Use and understand the meaning of the prefixes dis-, mis-, in-, im-, ir-, il-, re- and un-. -Use and understand the meaning of the prefixes sub-, inter-, super- anti- and auto- to create nouns. -Add the suffix -ly to an adjective to create an adverb -Add suffixes beginning with a vowel to multi-syllabic words. -Spell words with the /i/ sound spelt y elsewhere than at the end of words. -Spell words with the /u/ sound spelt ou. -Spell words with the /ai/ sound spelt ei, eigh, or ey. -Spell nouns with endings which sound like /ʒən spelt -sion . <i>(see Y3 Rising Stars Spelling scheme for full overview)</i> -Distinguish between the spelling and meaning of homophones and other words which are often confused. -Use the determiners 'a' or 'an' according to whether the next word begins with a consonant or a vowel. -Create word families based on a common root word. -Explain how words are related in form and meaning in a word family. -Use the first two letters of a word to check its spelling in a dictionary. -Spell most of the words in the Y3 and Y4 spelling list. 	<ul style="list-style-type: none"> -Use the suffix -ous to create adjectives -Add the suffix -ation to a verb to create a noun -Add suffixes beginning with a vowel to multi-syllabic words -Spell and understand the meanings of words with endings which sound like /ʃən/, spelt -tion, -sion, -ssion, -cian -Spell words with endings sounding like ʒə/ (-sure) or /tʃə/ (-ture) -Spell words with the /k/ sound (Greek) spelt ch -Spell words with the /ʃ/ sound (French) spelt ch -Spell words ending with the /g/ sound (French) spelt -gue -Spell words ending with the /k/ sound (French) spelt -que -Spell words with the /s/ sound (Latin) spelt sc and c <i>(see Y4 Rising Stars Spelling scheme for full overview)</i> -Distinguish between the spelling and meaning of more complex homophones and other words which are often confused. -Create word families based on a common root word. -Explain how words are related in form and meaning in a word family. -Use the first two or three letters of a word to check its spelling in a dictionary. -Spell all of the words in the Y3 and Y4 spelling list. 	<ul style="list-style-type: none"> -Convert nouns or adjectives into verbs by adding the suffixes -ate, -ise, -ify, -en. -Understand how the prefixes dis-, de-, mis-, over- and re- can change the meaning of verbs. -Spell words with silent letters. -Spell adjectives with endings which sound like /ʃəs/ spelt -cious or -tious. -Spell adjectives with endings which sound like /ʃəl/ spelt -cial or -tial. -Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency. -Spell words ending in -able and -ible -ably and -ibly. -Spell words containing the letter-string ough. <i>(see Y5 Rising Stars Spelling scheme for full overview)</i> -Use a knowledge of morphology (root words, prefixes and suffixes) to spell and understand the meaning of words. -Use a knowledge of etymology (word origins) to spell and understand the meaning of words. -Distinguish between the spelling and meaning of complex homophones and other words which are often confused. -Describe how the word class of a root word can change when a suffix or prefix is added. -Use the first three or four letters of a word to check its spelling and/or meaning in a dictionary. -Spell most of the words in the Y5 and Y6 spelling list. 	<ul style="list-style-type: none"> -Spell words with silent letters. -Add suffixes beginning with vowel letters to words ending in -fer. -Spell words with the /i:/ sound spelt ei after c. -Spell words with a hyphen between the prefix and root word. <i>(see Y6 Rising Stars Spelling scheme for full overview)</i> -Use a knowledge of morphology (root words, prefixes and suffixes) to spell and understand the meaning of words. -Use a knowledge of etymology (word origins) to spell and understand the meaning of words. -Distinguish between the spelling and meaning of challenging homophones and other words which are often confused. -Describe how the word class of a root word changes when a suffix or prefix is added. -Use the first four letters of a word to check its spelling and/or meaning in a dictionary. -Spell all the words in the Y5 and Y6 spelling list.
Transcription		-Write from memory simple dictated sentences that include words using the GPCs and common exception words taught so far.	-Write from memory simple dictated sentences that include words using the GPCs, common exception words and punctuation taught so far.	-Write from memory simple dictated sentences, that include words and punctuation taught so far.	-Write from memory simple dictated sentences, that include words and punctuation taught so far.		
Handwriting	<p>Fine Motor Skills</p> <ul style="list-style-type: none"> -Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases <p>Writing</p> <ul style="list-style-type: none"> -Write recognisable letters, most of which are correctly formed. 	<ul style="list-style-type: none"> -Sit correctly at a table, holding a pencil comfortably and correctly. -Recognise which letters belong to which handwriting 'families' and practise these. -Begin to form lower case letters in the correct direction, starting and finishing in the right place. -Form capital letters. -Form the digits 0-9. Leave spaces between words. 	<ul style="list-style-type: none"> -Form lowercase letters of the correct size, relative to one another. -Start using some of the diagonal and horizontal strokes needed to join letters. -Begin to recognise which letters, when adjacent to one another, are best left unjoined. -Write capital letters of the correct size, orientation and relationship to one another and to lower-case letters. -Write digits of the correct size, orientation and relationship to one another. -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 those letters requiring joining. -Recognise which letters, when adjacent to one another, are best left unjoined. -Increase the legibly and consistency of joined handwriting and spacing. 	<ul style="list-style-type: none"> -Confidently use the diagonal and horizontal strokes that are needed to join those letters requiring joining. -Know which letters, when adjacent to one another, are best left unjoined. -Increase the legibly, consistency and quality of joined handwriting. 	<ul style="list-style-type: none"> -Write legibly, fluently and with increasing speed when joining writing. -Choose the shape of a letter to use and decide if to join letters depending on the task. -Choose the most suitable writing implement for a task. 	<ul style="list-style-type: none"> -Write legibly, fluently and with increasing speed when joining writing. -Choose the shape of a letter to use and decide if to join letters depending on the task. -Choose the most suitable writing implement for a task.
Planning writing	<p>Writing</p> <ul style="list-style-type: none"> -Write simple phrases and sentences that can be read by others <p>Being imaginative and expressive</p> <ul style="list-style-type: none"> -Invent, adapt and recount narratives and stories with peers and a teacher. 	<ul style="list-style-type: none"> -Identify the audience for and purpose of the writing. -Say out loud what is going to be written about. -Compose each sentence or line of poetry orally before writing it down. -Use familiar sentences and structures to shape ideas. 	<ul style="list-style-type: none"> -Identify the audience for and purpose of the writing. -Orally plan or say out loud what is to be written before starting to write. -Say out loud each sentence before writing it down. -Use familiar sentences and structures to shape ideas. 	<ul style="list-style-type: none"> -Identify the audience for and purpose of the writing. -Discuss the features of similar texts to help shape the writing. -Discuss and record ideas for writing with support. 	<ul style="list-style-type: none"> -Identify the audience for and purpose of the writing. -Discuss the features of similar texts to shape the writing. -Discuss and record ideas for writing collaboratively. 	<ul style="list-style-type: none"> -Identify the audience for and purpose of the writing. -Use similar writing as models for the work. -Use what has been read, listened to or seen performed to consider how authors have developed characters and setting in narratives. -Note down and develop initial ideas using reading and research where possible. -Select the appropriate form of writing for a task. 	<ul style="list-style-type: none"> -Identify the audience for and purpose of the writing. -Use similar writing as models for the work. -Use what has been read, listened to or seen performed to consider how authors have developed characters and setting in narratives. -Note down and develop initial ideas using reading and research where possible. -Select the appropriate form of writing for a task.
Drafting and composing writing	<p>Speaking</p> <ul style="list-style-type: none"> -Participate in small group, class and one-to-one discussions about stories and rhymes, offering ideas, using recently introduced vocabulary 	<ul style="list-style-type: none"> -Write more than one sentence or line of poetry about an idea. -Sequence sentences to form short narratives. -Sequence ideas to form simple non-fiction writing. -Make interesting and appropriate word choices from a range of sources. -Use repetition and rhyme in poetry. 	<ul style="list-style-type: none"> -Write for a range of purposes (narratives about personal experiences and those of others, real events, poetry). -Write down ideas and key words, including new vocabulary. -Use descriptive and informative vocabulary. -Use repetition, alliteration, rhyme and rhythm in poetry. 	<ul style="list-style-type: none"> -Orally build and rehearse sentences or lines of poetry with varied vocabulary and sentence structures. -Begin to use paragraphs to group related ideas together. -Create settings, plots and characters when writing a narrative. -Use headings and sub-headings to aid presentation. 	<ul style="list-style-type: none"> -Orally build and rehearse sentences or lines of poetry with ambitious vocabulary and sentence structures. -Use paragraphs or verses to organise ideas around a theme. -Create detailed settings, plots and characters when writing narratives. -Use more complex organisational devices in non-fiction writing. 	<ul style="list-style-type: none"> -Select and use appropriate grammar and vocabulary and understand how the choices can change meaning. -In narratives, describe settings, characters and atmosphere using carefully chosen vocabulary to enhance mood and create pace. -In narratives, regularly integrate dialogue to convey character and advance the action 	<ul style="list-style-type: none"> -Select appropriate grammar and vocabulary, understanding how the choices can change and enhance meaning. -In narratives, describe settings, characters and atmosphere with ambitious vocabulary, to enhance mood, create pace and clarify meaning. -In narratives, confidently integrate dialogue to convey character and advance the action.

	-Express ideas and feelings about experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from the teacher.			-Use interesting vocabulary, including figurative language and subject-specific words. -Use repetition, alliteration, rhyme, rhythm and similes in poetry.	-Use vocabulary choices to develop the reader's imagination and to inform, including figurative language and subject-specific words. -Use rhythm, similes, metaphors and onomatopoeia in poetry.	-Use genre-specific organisational and presentational devices to structure the text and to guide the reader. -Use vocabulary that is varied, imaginative and appropriate, including the use of figurative language or technical and subject-specific words. -Use similes, metaphors, personification and detailed vocabulary choices in poetry. -Précis longer pieces of text.	-Use genre-specific organisational and presentational devices to structure the writing and to guide the reader. -Use vocabulary that is varied, imaginative and appropriate, including the use of figurative language or technical and subject-specific words. -Use similes, metaphors, personification, detailed vocabulary choices and poetic style in poetry. -Précis longer pieces of text.
Evaluating and editing writing	-Re-read what has been written to check that it makes sense. -Discuss what has been written with a teacher or other pupils.	-Re-read the writing to check it makes sense. -Proof-read writing to identify errors in spelling, grammar and punctuation. -Use verbs to indicate time consistently and correctly. -Evaluate the writing with a teacher or other pupils.	-Proof-read writing and correct spelling and punctuation errors. -Assess the effectiveness of individual and others' writing. -Suggest changes to vocabulary and grammar to improve individual and others' writing.	-Proof-read writing and correct spelling and punctuation errors. -Assess the effectiveness of individual and others' writing. -Suggest changes to vocabulary and grammar to improve the consistency of individual and others' writing.	-Proof-read the writing and correct spelling and punctuation errors. -Assess the effectiveness of individual and others' writing. -Suggest changes to vocabulary and grammar to enhance effects and clarify meaning in individual and others' writing. -Use the correct subject-verb agreement when using singular and plural, understanding this may change between the language of speech and writing -Use the correct tense throughout the writing	-Continually proof-read and correct writing for spelling and punctuation errors. -Assess the effectiveness of individual and others' writing. -Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning in individual and others' writing. -Use the correct subject-verb agreement when using singular and plural, understanding this may change between the language of speech and writing, choosing the correct register. -Use a consistent and correct use of tense throughout the writing.	
Performing writing	-Read the writing aloud so it is heard clearly by others.	-Read aloud what has been written with appropriate intonation to make the meaning clear to others.	-Read aloud what has been written, to a group or the whole class, using appropriate intonation and volume so that the meaning is clear.	-Read aloud what has been written using appropriate intonation and controlling the tone and volume so that the meaning is clear to others.	-Perform written compositions, using appropriate intonation, volume and movement so that meaning is clear to others.	-Perform written compositions, using appropriate intonation, volume and movement so that meaning is clear to others.	
Vocabulary, punctuation and grammar	-Combine words to make a sentence. -Punctuate simple sentences using a capital letter and a full stop. -Identify and use an exclamation mark. -Identify and use a question mark. -Use capital letters for names of people, places and the days of the week. -Use capital letters for the personal pronoun 'I'. -Join words and clauses using 'and'. -Know the difference between singular and plural. -Begin to identify nouns in a sentence. -Begin to identify verbs in a sentence. -Use some features of Standard English.	-Use capital letters, full stops, question marks and exclamation marks to demarcate sentences. -Recognise and use statements, questions, exclamations and commands in writing. -Use commas to separate items in a list. -Begin to use an apostrophe to mark where a letter is missing in a contracted word. -Use an apostrophe to show possession in singular nouns -Use expanded noun phrases to describe and specify. -Identify nouns in a sentence. -Identify verbs in a sentence. -Recognise and use adjectives to describe nouns. -Use interesting adverbs in a sentence to describe how actions are performed. -Use past and present tense verbs consistently and correctly. -Use the past and present progressive form of verbs to mark actions in progress. -Recognise and use subordinating conjunctions (when, if, that, because). -Recognise and use co-ordinating conjunctions (or, and, but). -Use some features of written standard English.	-Recognise the difference between a clause and a phrase. -Recognise a main clause. -Recognise a subordinate clause. -Use subordinating conjunctions (including when, if, because, although) to create a range of sentences with more than one clause. -Use conjunctions to express time, place and cause (e.g. when, before, after, while, so, because). -Use adverbs to express time, place and cause (e.g. then, next, soon, therefore). -Use prepositions to express time, place and cause (e.g. before, after, during, in, because of). -Use the present perfect form of verbs instead of the simple past. -Use expanded noun phrases to add detail -Choose nouns or pronouns to build clarity, cohesion and to avoid repetition in writing. -Use an apostrophe to show when a letter has been omitted. -Use the possessive apostrophe with regular singular and plural nouns. -Begin to use inverted commas to punctuate direct speech.	-Use subordinating conjunctions (including when, if, because, although) to create a wider range of sentences with more than one clause. -Recognise and use subordinate clauses, varying their position in a sentence. -Use conjunctions to express time, place and cause (eg when, before, after, while, so, because). -Use adverbs to express time, place and cause (eg then, next, soon, therefore). -Use prepositions to express time, place and cause (eg before, after, during, in, because of). -Use fronted adverbials. -Use a comma after a fronted adverbial. -Use the present perfect form of verbs. -Use expanded noun phrases using adjectives, nouns and prepositions. -Recognise the determiner in a noun phrase. -Choose nouns or pronouns within and across sentences to build clarity, cohesion and avoid repetition. -Recognise and use possessive pronouns. -Use the possessive apostrophe with regular and irregular singular and plural nouns. -Distinguish between a plural and possessive -s. -Use inverted commas and other related punctuation to indicate direct speech. -Use standard English including verb inflections.	-Use commas to clarify meaning or avoid ambiguity. -Use relative clauses beginning with a relative pronoun or an omitted relative pronoun. -Recognise and use adverbs to indicate degrees of possibility. -Recognise and use modal verbs to indicate degrees of possibility. -Use brackets, dashes or commas to indicate parenthesis. -Use adverbials to describe time (when), place (where) and manner (how). -Use a comma after a fronted adverbial. -Use expanded noun phrases to convey information concisely. -Write speech as direct and reported, using the correct punctuation to do so. -Suggest synonyms and antonyms for given words. -Use the first three or four letters of a word to check for synonyms in a thesaurus. -Use a range of devices to build cohesion within and across paragraphs, including adverbials and tense choices.	-Use modal verbs or adverbs to indicate degrees of possibility. -Recognise differences between the vocabulary and structures of informal and formal speech and writing. -Use the subjunctive forms in formal speech and writing. -Use question tags in informal speech and writing. -Identify the subject and object of a sentence. -Use the active and passive voice to change how information in a sentence is presented. -Use the perfect form of verbs to mark relationships of time and cause. -Use expanded noun phrases to convey complicated information concisely. -Use ellipses to show the omission of a word or phrase which is expected or predictable. -Use hyphens to avoid ambiguity. -Use colons to introduce a list and semi-colons within lists. -Use semi-colons, colons or dashes to mark boundaries between independent clauses. -Use bullet points to list information. -Use a wide range of devices to build cohesion within and across paragraphs, including repetition, adverbials, ellipsis -Suggest synonyms and antonyms for given words. -Punctuate direct and reported speech accurately. -Use an efficient method to find synonyms in a thesaurus.	
Terminology for pupils (Key words in bold)	capital letter, letter, sentence, sound, word	alphabetical order, digraph, exclamation mark, full stop, grapheme, phoneme, plural, punctuation, question mark, root word, singular, syllable, trigraph,	adjective, adverb, apostrophe, auxiliary verb, compound word, comma, command, continuous/progressive tense, co-ordinating conjunction, exclamation , future tense, homophone, noun, noun phrase , past tense, possessive apostrophe, present tense, question, statement , subordinating conjunction, suffix, tense (past, present), verb	clause, conjunction, consonant, dictionary, direct speech, finite verb, homonym, inverted commas, main clause, perfect tense, phrase, prefix, preposition, Standard English, subordinate clause, vowel, word class, word family	adverbial, article, determiner, fronted adverbial, inflection, modify, possessive pronoun, prepositional phrase, pronoun	antonym, ambiguity, bracket, cohesion, cohesive devices, dash, etymology, infinitive verb, modal verb, morphology, parenthesis, relative clause, relative pronoun, reported speech, synonym, thesaurus	antonym, active voice, bullet points, colon, ellipsis, formal, hyphen, informal, object, passive voice, question tag, subject, semi-colon, register, subjunctive, synonym

