



Buckton Vale
Primary School

English Writing Progression

Updated October 2023

English Writing Progression

Year Group	Transcription		Composition	
	Spelling	Handwriting	Composition: Structure and purpose	Vocabulary
Reception	Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Form lower-case and capital letters correctly.	Plan writing Participate in small groups, class and 1:1 discussions offering their own ideas using new vocabulary Articulate ideas and thoughts in well-formed sentences. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding.	Learn new vocabulary developed through tier 2 words, exposure to stories and teacher modelling.
	Spell words containing single sounds (Set1)*	Single letters are formed following Read, Write Inc handwriting phrases.		Use new vocabulary in different contexts.
	Spell words containing Set 1 special friends: sh, th, ch, qu, ng, nk*	Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Read Aloud Re-read what they have written to check that it makes sense. RWI Green Words Writes simple dictated words containing taught sounds using Fred fingers.*	Quality texts used to promote vocabulary.
	Spell words containing Set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy *	Develop small motor control skills to use a range of tools competently, safely and confidently.		Writing Opportunities <ul style="list-style-type: none"> • RWI • labelling • story retell • simple captions • simple sentences • simple story writing. • helicopter stories • child initiated writing • focused writing
	RWI Green Words Spells simple dictated words containing taught sounds using Fred fingers.*	Hold pencil comfortably using tripod grip		
	RWI Red Words. Spell some red 'tricky' words.* I, me, of, them, the, my, to, no, go, said, you, so, you, all, be	Show accuracy and care when writing, drawing and copying.	RWI Red Words. Writes some red 'tricky' words within a caption or sentence*.	
	Read, Write Inc Hold a sentence Spell simple dictated captions and sentences containing taught sounds using Fred fingers.	Exposed to and made aware of capital letters near transition to Year 1.	Read, Write Inc Hold a sentence Writes simple dictated captions and sentences containing taught sounds using Fred fingers.* Write short sentences with words with known sound-letter correspondence using a capital letter and full stop	

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Year 1	<p>Spell words containing each of the 40 +phonemes taught so far.*</p> <p>Spell words containing RWI Set 2 sounds: ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p> <p>Spell words containing RWI Set 3 sounds: ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, ue, ie, au, e-e, kn, ck, wh, ph</p>	Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size.	<p>Plan writing Compose sentences orally before writing; talk about where the sentence begins and end.</p>	<p>Sentence Structure Write sentences or sentence – like structures which can be clearly understood.</p> <p>Often use 'and' to join words and clauses.</p> <p>Sometimes includes adjectives for description.</p>
	Spell most common exception words from the Year 1 spelling appendix. *	Capital letters formed correctly for some names of people, places and days of the week.	<p>Drafting and Writing Sequence sentences to form short narratives based on real or fictional experiences. Attempt to write appropriately to the task.</p>	Text Structure Sequence s sentences to form short narratives.
	Spell words using the suffixes –ing, –ed, –er, –est where no change is made to the root word.*	Some spaces are left between words, although inconsistent.	<p>Proof Read Reread writing to check it makes sense.</p>	<p>Punctuation Sometimes use a capital letter and full stop to demarcate sentences. Sometimes use question marks or exclamation marks in the right place.</p> <p>Sometimes capital letters are used for the names of people and places, days of the week and for the pronoun 'I'.</p>
	Spell words using the prefix un-	Most letters sit on the line correctly.	<p>Discuss Discuss own writing with others; make simple changes where suggested</p>	<p>Terminology</p> <ul style="list-style-type: none"> • letter, capital letter • word, singular, plural • sentence • punctuation, full stop, question mark, exclamation mark
	Understand the difference between singular and plural. Add suffixes –s and –es to words. *	Hold pencil comfortably and mostly correctly.	<p>Read Aloud Read their writing clearly enough to be heard by others.</p> <p>Vocabulary Quality texts used to promote and enhance vocabulary</p>	<p>Read Write Inc Terminology</p> <ul style="list-style-type: none"> • red words • green words • speedy words • fred fingers • segmenting • speed sounds • special friends • grapheme • split diagraph • nonsense words • fluency
	Spell the days of the week and simple compound words.	Understand which letters belong to which handwriting families and practise these following the schools handwriting approach.	<p>Non Fiction Writing Opportunities</p> <ul style="list-style-type: none"> • fact file • poster • non-chronological reports • letter 	
	Name the letters of the alphabet in order. Use letter names to distinguish between alternative spellings of the same sound.		<p>Fiction Writing Opportunites</p> <ul style="list-style-type: none"> • simple descriptions • imaginative • short story • continue a story. • story retell. 	
	Write from memory, simple dictated sentences containing GCPs and words taught so far.*			

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Year 2	Spell by segmenting words into phonemes and representing these by graphemes, spelling many correctly.	All lower case letters and digits are consistently formed and of the correct size, orientation and relationship to one another and to lower case letters.	<p>Plan writing Compose sentences orally. Gather and write down ideas and key words including new vocabulary.</p> <p>Drafting and Writing Write appropriately for tasks maintaining form and purpose.</p>	<p>Sentence Structure Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements.</p> <p>Use subordination (when, if, that, because) and co-ordination (or, and, but) to extend sentences.</p> <p>Use varied vocabulary to create detail and interest, including adjectives to make noun phrases; verbs and adverbs.</p>
	Spell most common exception words from the Year 2 spelling appendix.*	Write capitals of the correct size, orientation and relationship to one another and to lower case letters.	<p>Proof Read Re-read to check for errors in spelling, grammar and punctuation. Edit to make additions and corrections following schools editing code.</p>	<p>Text Structure Consistently choose the past and present tense appropriately. Experiment with the use of progressive form of verbs to mark actions.</p>
	Accurately spell words with suffixes –ment, -ness, -ful, -less, -ly including those requiring a change to the root word.*	Spacing is appropriate to the size of letters.	<p>Discuss Evaluate their word choice, grammar and punctuation with others and edit following schools code.</p>	<p>Punctuation Use sentence demarcation with increasing accuracy, including capital letters, full stops, question marks and exclamation marks.</p> <p>Use commas accurately to separate items in a list.</p>
	Spell and distinguish between most common homophones in Year 2 spelling appendix.*	Letters sit correctly on the line.	<p>Read Aloud Read writing with appropriate intonation to make the meaning clear.</p>	<p>Terminology</p> <ul style="list-style-type: none"> • noun, noun phrase • statement, question, command, exclamation. • compound, suffix • adjective, adverb, verb. • Past and present tense • Apostrophe, comma
	Spell more words with contracted forms accurately e.g. it's, can't and didn't.*	Holds pencil correctly	<p>Vocabulary Quality texts used to promote and enhance vocabulary</p>	<p>Read Write Inc Terminology</p> <ul style="list-style-type: none"> • red words • green words • speedy words • fred fingers • segmenting • speed sounds • special friends • grapheme • split diagram • nonsense words • fluency
	Spell to mark singular possession.*	Start using some of the diagonal and horizontal strokes needed to join letters and know which letters are best left unjoined.	<p>Develop a positive attitude towards and stamina for writing by writing:</p> <ul style="list-style-type: none"> •narratives about personal experiences and those of others; real and fictional •about real events •poetry •for different purposes. 	
	Write from memory, simple dictated sentences that include familiar words, GCPs and punctuation.*	Some letters may be joined correctly, according to the schools handwriting approach.	<p>Non Fiction Writing Opportunities</p> <ul style="list-style-type: none"> • information texts • chronological reports • diary entry 	
			<p>Fiction Writing Opportunities</p> <ul style="list-style-type: none"> • narrative • setting description • character description • dialogue 	

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Year 3	Use the first two or three letters of a word to check its spelling in a dictionary.	Writing is legible.	Plan writing Begin to build a varied and rich vocabulary and increasing range of sentence structures.	Sentence Structure Write a range of sentence types which are usually grammatically accurate.
	Become aware of the use of a thesaurus		Discuss and record ideas.	Express time, place and cause using conjunctions e.g. when, before while so, adverbs e.g. then, next, soon or prepositions e.g. after, during, in.
	Spell some words correctly from the Year 3- 4 statutory word list.*	Letters are gaining consistency of size and formation. Capital letters are the correct size relative to lower case.	Drafting and Writing Compose and rehearse sentences orally, including dialogue.	Text Structure Introduction to paragraphs as a way to group related material. Consolidate knowledge of word classes: noun, adjective, verb, and adverb. Use of the present perfect form of verbs instead of the simple past.
			Write to suit purpose and show some features of the genre being taught.	
			Create chronological narratives; write in sequence, write simple beginning, middle, ending.	
			In narratives describe characters, settings and/or plots with some interesting details.	
			Use headings and subheadings to aid presentation.	
			With scaffold, organise sections broadly, within a theme.	
	Use further prefixes and suffixes from the Year 3-4 spelling appendix and understand how to use them. e.g. dis-, im-, in-, re-, anti-, super-, sub- -ation,-ly, -ture, -ous, -ion, -ian, -ly *	Writing is usually spaced sufficiently so that ascenders and descenders do not meet.	Proof Read Check for errors in spelling, grammar and punctuation. Edit to make additions and corrections following schools editing code.	Punctuation Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in a list
			Evaluate and Edit Evaluate own and others' writing, with direction to suggest improvements.	Identify direct speech. Begin to use inverted commas to punctuate direct speech.
	Spell a range of further common homophones and near homophones from Year 3-4 spelling appendix. *	Use diagonal and horizontal strokes needed to join letters according to the schools handwriting approach.	Make changes to grammar and vocabulary to improve consistency following schools editing code, including the accurate use of pronouns in sentences.	Terminology <ul style="list-style-type: none"> • preposition, conjunction. • word family, prefix • clause, subordinate clause. • direct speech • consonant, consonant letter vowel, vowel letter. • Inverted commas
			Read Aloud Read writing to a group or whole class, using intonation and controlling the tone and volume so that the meaning is clear	
Accurate and embedded use of apostrophe for singular nouns. Introduce plural possession.*		Vocabulary Quality texts used to promote and enhance vocabulary	Non Fiction Writing Opportunities <ul style="list-style-type: none"> • persuasive writing • letter to inform, persuade, complain • chronological report • diary • leaflet 	
		Fiction Writing Opportunities <ul style="list-style-type: none"> • story with consideration of reading audience • dialogue • expressive descriptions. 		
Write from memory, simple dictated sentences that include taught words and punctuation taught so far.*	Understand which letters, when adjacent to one another, are best left unjoined.			

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Year 4	Use a dictionary to find and check the spelling of a word. Begin to use a thesaurus.	Writing is legible.	Plan writing Build a varied and rich vocabulary and increasing range of sentence structures. Discuss and develop initial ideas in order to plan and draft before writing.	Sentence Structure Write a range of sentence types which are grammatically accurate. Use a variety of connectives to join words and sensed. Use time connectives. Use expanded noun phrases and adverbial phrases to extend sentences.	
	Spell the majority of words from the Year 3-4 statutory word list.*		All letters and digits are consistently formed and of the correct size and orientation and relationship to one another.	Drafting and Writing Write to suit purpose and with a growing awareness of audience, using some appropriate features. Organise writing into sections or paragraphs, including fiction and non-fiction. Describe characters, settings and plots with some interesting details. Appropriately use a range of presentational devices including the use of a title and subheadings. Use dialogue, although balance between dialogue and narrative may be uneven.	Text Structure Use paragraphs to organise ideas around theme. Vary sentence openers, changing the pronoun or with a fronted adverbial to aid cohesion and avoid repetition Usually use the past or present tense and 1 st /3 rd person consistently.
				Proof Read With more independence check for errors in spelling, grammar and punctuation. Edit to make additions and corrections following schools editing code. Evaluate and Edit Evaluate own and others' writing; proof read, edit and revise following schools editing code.	Punctuation Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to list and for fronted adverbials. Use inverted commas accurately for directed speech.
		Add suffixes which begin with a vowel and add suffixes –sion, -ous, -cian and –ly, -sure.* Spell words with prefixes e.g. mis-, auto-, -inter-, un-, mis-, il-, dis-, -ir, sub-, super-*			
				Spell most homophones in the year 3-4 spelling appendix e.g. accept, except; scene, seen.* Use apostrophes to mark singular and plural possessions; include irregular plurals.*	Appropriate letters are joined according to the schools handwriting approach.
	Vocabulary Quality texts used to promote and enhance vocabulary Fiction Writing Opportunities • story with consideration of reading audience • dialogue • expressive descriptions.				
	Write from memory, simple dictated sentences which include familiar GCPs, common exception words and punctuation. *	Understand which letters, when adjacent to one another, are best left unjoined.			

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Year 5	Use the first three or four letters of a word to check spellings, meaning or both of these in a dictionary.	Writing is legible and becoming increasingly fluently. Quality may not be maintained at speed.	Plan writing Write to suit purpose and with a growing awareness of audience using appropriate features. May include humour or suspense.	Sentence Structure Write a range of sentence structures which are grammatically accurate. Understand relative clauses which begin with relative pronouns.
	Use a thesaurus to aid writing.		Develop initial ideas, drawing on reading and research where necessary to plan and draft before writing.	Indicate degrees of possibility using adverbs or model verbs. Choose vocabulary and grammar to suit formal an informal writing, with guidance.
	Spell the majority of words from the Year 3-4 statutory word list and some from the Year 5-6 list.*	Correct choice is made about whether or not to join specific letters or print them.	Drafting and Writing Write to suit purpose and with a growing awareness of audience, using some appropriate features.	Text Structure Use devises to build cohesion with a paragraph e.g. then, after that, firstly.
	Spell some words with silent letters correctly.*		Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. Paragraphs are longer.	Link ideas across paragraphs using adverbials of time, place, number and tense choice.
			Describe settings, characters and atmosphere with growing precision.	Use vocabulary which becoming more precise.
			Use dialogue to indicate character and event.	Usually maintain correct tense.
			Use a range of presentational devices, including use of title, subheadings and bullet points.	Use a dictionary and thesaurus to check the meaning of words and expand vocabulary.
	Use further prefixes and suffixes; including those in the year 3-4 appendix, and understand the guidance for adding them. -ent, -ence, -ant, -ance, -ancy, -ably, -ibly, -cial, -tial, -cious, -tious.*	Choose the correct writing implement that is best suited for the task.	Proof Read Proof read for spelling and punctuation errors following schools editing code.	Punctuation Demarcate sentences correctly. Use comma for pause in complex sentences. Begin to use punctuation for parenthesis: brackets, commas, dashes.
	Spell some homophones from the Year 5-6 spelling appendix.*	Appropriate letters are joined according to the schools handwriting approach.	Ensure the correct use of tense throughout a piece of writing.	Terminology <ul style="list-style-type: none"> relative clause. Parenthesis, bracket, dash, hyphen. cohesion, ambiguity modal verb, relative pronoun.
			Perform Perform their own composition; using appropriate intonation, volume and movement so that meaning is clear.	
			Vocabulary Quality texts used to promote and enhance vocabulary.	Non Fiction Writing Opportunities <ul style="list-style-type: none"> debate persuasive writing biography autobiography
Write from memory, dictated sentences which include words from the key stage 2 curriculum.*	Fiction Writing Opportunities <ul style="list-style-type: none"> emotive writing description to engage an audience. story with length. 			

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Year 6	Confidently use dictionaries to check the spelling and meaning of words.	Writing is legible and fluent. Quality may not be maintained at speed.	Plan writing Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.	Sentence Structure Write a range of sentence structures (simple and complex) including relative clauses
			Discuss and develop ideas; routinely use the drafting process before and during writing.	Use modal verbs to indicate degrees of possibility.
			Drafting and Writing Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even.	Select vocabulary and grammar to suit formal and informal writing appropriately.
				Understand and use passive voice to affect the presentation of information in a sentence.
	Spell the majority of words from the Year 5-6 list.*	Correct choice is made about whether or not to join specific letters or print them.	Describe settings, characters and atmosphere with some precision.	Text Structure Layout devices, such as headings, sub-headings, columns, bullets or tables to structure text.
			Integrate dialogue to convey character and advance the action.	Link ideas across paragraphs using a wider range of cohesive devices: repetition or word or phrase. Grammatical connections and ellipsis.
	Summaries longer passages when required		Use vocabulary which is varied, interesting and precise. Maintain correct tense.	
	Use a range of presentational devices, including use of bullet points, tables and column, to guide the reader.		Use a dictionary and thesaurus to define words and expand vocabulary.	
	Proof Read Proof read for spelling and punctuation errors following schools editing code			
	Spell words with silent letters correctly.		Choose the correct writing implement that is best suited for the task.	Evaluate and Edit Assess the effectiveness of their own and others' writing to enhance meaning; proof read, edit and revise following schools editing code.
Propose changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. Ensure the correct use of tense throughout a piece of writing.		Terminology <ul style="list-style-type: none"> • subject, object • active, passive • synonyms, antonym • ellipsis, hyphen, colon, semi-colon, bullet points. 		
	Perform Perform their own composition; using appropriate intonation, volume and movement so that meaning is clear.		Non Fiction Writing Opportunities <ul style="list-style-type: none"> • debate • persuasive writing • biography • autobiography 	
	Vocabulary Quality texts used to promote and enhance vocabulary		Fiction Writing Opportunities <ul style="list-style-type: none"> • emotive writing • description to engage an audience • story with length. 	
Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the Year5-6 spelling appendix. -ible, -able,	Appropriate letters are joined according to the schools handwriting approach. Communication book	Perform their own composition; using appropriate intonation, volume and movement so that meaning is clear.	Non Fiction Writing Opportunities <ul style="list-style-type: none"> • debate • persuasive writing • biography • autobiography 	
Spell some challenging homophones and other words that are often confused from the Year 5-6 spelling appendix.*				Fiction Writing Opportunities <ul style="list-style-type: none"> • emotive writing • description to engage an audience • story with length.
Write from memory, dictated sentences which include words from the key stage 2 curriculum.*				

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