



## English - Writing Composition Skills Progression

### Thinking Before Writing - Planning Writing through Talk

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>1</b>	Begin, with prompts, to talk to an adult about what they are going to write.	Talk, with increasing clarity, to an adult or peer about what they are going to write.	Talk to an adult or peer about what they are going to write.
<b>2</b>	With some help, talk through the content of what they are going to write about and consider the order of their writing.	Talk through the content of what they are going to write about, beginning to think about the sequence of sentences.	Talk through the content of what they are going to write about, considering the sequence of sentences.
<b>3</b>	Orally rehearse sections of writing with prompts from an adult.	Orally rehearse sections of writing with a peer, beginning to use talk to consider the sequence of their sections.	Orally rehearse sections of writing, including the sequence of sections.
<b>4</b>	Orally plan the structure of the whole piece, beginning to talk about some supporting details.	Orally plan the structure of the whole piece, sometimes including the supporting details in parts of the writing (e.g. the introduction).	Orally plan the structure of the whole piece, including the supporting details in each section of writing. Copy
<b>5</b>	Orally plan the supporting detail in each paragraph.	Begin to orally plan the links between sentences in each paragraph.	Orally plan the structure of the whole piece, including supporting detail in each paragraph of writing. Plan links between sentences within each paragraph.
<b>6</b>	Think aloud, with the support of a peer or group, to generate ideas for writing, making appropriate, ordered notes.	Explain the process for planning writing and continue to collaborate with others when generating ideas and making notes.	Demonstrate the processes needed to plan writing by thinking aloud to generate ideas.



## English - Writing Composition Skills Progression

### Thinking Before Writing - Using writing models and checklists

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>1</b>	Recognise, with adult support, the main features of a given model (e.g. a nursery rhyme).	Recognise, with some adult support, the main features of a given model and contribute to class or group writing checklists.	With adult support, recognise the main features of a given model and create simple checklists for their own writing.
<b>2</b>	Begin to identify sentence level features in writing models (e.g. simple adjectives to describe nouns).	Improve their recognition skills of the main features of a given model (e.g. a recount). With support, include sentence level features in their own writing checklists (e.g. expanded noun phrases and conjunctions).	With peer support, recognise the main features of a given model (e.g. recount) and create simple checklists for their own writing, including sentence level features (e.g. commas in lists).
<b>3</b>	Recognise the main features of a given model (e.g. a nonsense poem) and create simple checklists for their own writing, including sentence level features.	Recognise and begin to imitate the main features of a given model and create checklists (linking these to their own targets).	Recognise and imitate the main features of a given model and create checklists for their own writing (including sentence level features).
<b>4</b>	Begin, with some prompts, to select the main features of a given model across an increasing range of genres.	Identify and use the main features of a range of genre types, creating checklists (including word and sentence level features) for their own writing.	Select the main features of a given model, using only structural headings as guidance, and create checklists (including sentence level features) for their own writing. Copy
<b>5</b>	Begin to recognise how some features of genres can be adapted for different writing purposes. Draw on their experience of texts/genres when creating checklists for their own writing.	Use features of a selected form with greater confidence and with some adaptation to purpose.	Establish features of a selected form clearly, with some adaptation to purpose. Develop ideas for narratives drawn from their experience of reading books and watching plays.
<b>6</b>	Begin to critically evaluate and select the most appropriate features of a genre to use for their writing.	Critically evaluate and select appropriate features to use and adapt, increasingly creating own relevant checklists.	Critically evaluate and select appropriate features to use and adapt, creating their own checklists independently.



## English - Writing Composition Skills Progression

### Thinking Before Writing - Planning and Making Notes

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>1</b>	With support, draw pictures and begin to write some keywords before writing.	Draw pictures and write down keywords or ideas with more independence.	Draw pictures and write down keywords or ideas before writing.
<b>2</b>	Draw pictures and note down ideas, in a simple planning format, with some support.	Use new vocabulary linked to the topic in their plans.	Draw pictures and note down ideas, key words and new vocabulary in a simple planning format.
<b>3</b>	Draw pictures and note down ideas, key words and new vocabulary in a given planning format organised into sections.	Begin to include more detail in planning and organise ideas into a logical sequence.	Note down new ideas, key words and topic-specific vocabulary in a given planning format, with some appropriate detail.
<b>4</b>	Note the keywords needed for a piece of writing.	Begin to summarise the main ideas needed for the piece of writing, understanding that they do not need to write in full sentences. Copy	Use a given variety of planning structures to make notes which summarise key ideas of appropriate brevity (i.e. not full sentences).
<b>5</b>	Begin to make notes of appropriate length and content.	Make notes of appropriate length and content, including the topic-specific vocabulary needed for the writing.	Use a given variety of planning structures to make appropriate notes, including topic-specific vocabulary.
<b>6</b>	Make note of precise vocabulary needed for a particular purpose.	Begin to select the most appropriate planning format for a particular piece of writing.	Select the most appropriate planning frame for the genre of writing, making note of precise vocabulary.



*English - Writing Composition Skills Progression*  
*Thinking Before Writing - Drama and Role Play*

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>1</b>	Take part in small world play with peers inspired by stories and rhymes.	Use familiar story language during simple role play or small world play.	Use simple role play (e.g. puppets, small world) to explore writing ideas.
<b>2</b>	With adult guidance/modelling, take on roles as characters in familiar stories or rhymes.	With support from peers, take on roles as characters in familiar stories or rhymes.	Take on roles as characters to understand the structure of narratives.
<b>3</b>	Adapt a range of roles in order to develop creative and imaginative writing.	Begin to respond appropriately to others in role, using ideas and experiences gained to develop creative and imaginative writing. Copy	Adapt a range of roles in order to develop creative and imaginative writing, responding appropriately to others in role.
<b>4</b>	Begin to create a range of roles in order to explore ideas for creative writing.	Sustain roles in order to develop ideas for creative and imaginative writing.	Create and sustain a range of roles in order to develop creative and imaginative writing.
<b>5</b>	Begin, with some prompts, to create their own improvised drama to develop writing ideas.	Begin to script their own drama to develop creative writing ideas further, including some character development.	Create own scripted or improvised drama (including character development) in order to develop creative and imaginative writing.
<b>6</b>	Respond to scripted or improvised drama to develop their own creative and imaginative writing.	Develop an understanding of viewpoint through sharing and responding to scripted and improvised drama.	Refine, share and respond to scripted or improvised drama (improving understanding of viewpoint) in order to develop creative and imaginative writing.



## English - Writing Composition - Thinking during and after Writing

### Skills Progression - Composing Sentences

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>1</b>	Use talk to express themselves and their ideas before writing.	Use talk to express themselves and their ideas effectively before writing. Form and say sentence-like structures out loud to an adult or peer before writing.	Say sentences out loud to an adult or peer before writing. Independently attempt to replicate what they have said out loud in their writing.
<b>2</b>	Plan the content of each sentence orally before writing.	Plan the content and practise the structure of each sentence, making revisions orally before writing.	Plan the content and structure of each sentence orally before writing (including simple conjunctions and adjectives).
<b>3</b>	Consider the organisation or sequence of sentences, beginning to use more effective adjectives and conjunctions.	Compose and rehearse sentences orally before writing. Consider the organisation or sequence of sentences to include conjunctions, adjectives and subordination.	Compose and rehearse sentences orally before writing. Consider the organisation or sequence of sentences to include conjunctions, subordination, adverbs and prepositions. Copy
<b>4</b>	Consider the organisation or sequence of sentences to include conjunctions, adjectives, subordination, adverbs, prepositions and expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. 'the teacher' is expanded to 'the strict maths teacher with curly hair rushed through the door'). Copy	Consider the organisation or sequence of sentences to develop ideas in more detail through the use of conjunctions, adjectives, subordination, adverbs, prepositions and expanded noun phrases. Begin to use fronted adverbials to describe where, when and how (e.g. 'I play football' becomes 'Every playtime I play football').	Compose and rehearse sentences orally before writing, developing a rich vocabulary and an increasing range of sentence structures. Consider the organisation or sequence of sentences to incorporate prior learning in vocabulary, grammar and punctuation. Use expanded noun phrases (e.g. 'the policeman' is expanded to 'the co-operative policeman with polished shoes') and fronted adverbials (e.g. later that day) to develop ideas in more detail but communicate information in a concise way.

<p><b>5</b></p>	<p>Consider the organisation or sequence of sentences to incorporate prior learning in vocabulary, grammar and punctuation. Begin to recognise and add some adverbials of time/place/number/tense to show when, where and how an action is carried out (e.g. soon, here, in, firstly).</p> <p>Begin to use relative clauses to provide the reader with more detail (e.g. ‘The girl walked to school’ becomes ‘The girl, who was feeling upset, walked to school’).</p>	<p>Consider the organisation or sequence of sentences to incorporate prior learning in vocabulary, grammar and punctuation. Use relative clauses and adverbials with growing confidence.</p> <p>Use some adverbs and modal verbs to express degrees of possibility (e.g. surely, might, will).</p> <p>Copy</p>	<p>Consider the organisation or sequence of sentences to incorporate prior learning in vocabulary, grammar and punctuation. Include relative clauses (e.g. who, which, where, when, whose and that) and modal verbs (e.g. might, should, will and must) in sentences.</p> <p>Use adverbs (e.g. perhaps and surely) to express degrees of possibility.</p> <p>Use adverbials of time, place, number or tense (e.g. later, nearby and secondly).</p> <p>Demonstrate awareness of devices used to build cohesion (e.g. then, after that, this, firstly).</p>
<p><b>6</b></p>	<p>Consider the organisation or sequence of sentences to incorporate prior learning in vocabulary, grammar and punctuation. Begin to use and understand the passive form (e.g. ‘I broke the window in the greenhouse’ versus ‘The window in the greenhouse was broken by me’).</p> <p>Begin to use and understand subjunctive forms for very formal writing (e.g. formal ‘I wish I were home now’; informal ‘I wish I was home now’).</p> <p>Recognise and talk about some devices used in writing to aid cohesion.</p>	<p>Consider the organisation or sequence of sentences to incorporate prior learning in vocabulary, grammar and punctuation. Use cohesive devices to develop and elaborate ideas more effectively (e.g. repetition of key words and phrases; starting some sentences with conjunctions: ‘although’, ‘despite’, ‘as’, ‘since’).</p>	<p>Consider the organisation or sequence of sentences to incorporate prior learning in vocabulary, grammar and punctuation. Use passive verbs to affect the presentation of information in a sentence. Make choices appropriate for formal writing, including the use of the subjunctive form (e.g. ‘If I were’ or ‘Were they to come’) in some very formal writing.</p> <p>Use a broader range of cohesive devices (e.g. repetition of key words and phrases, ellipsis and adverbials including ‘on the</p>

			other hand', 'in contrast' and 'as a consequence of').
--	--	--	--



## *English - Writing Composition - Thinking during and after Writing*

### *Skills Progression- Sentence Structure*

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>1</b>	<p>Independently write simple words, phrases and clauses to convey meaning.</p>	<p>Write simple phrases and clauses with growing confidence, sometimes in series. Show an awareness that combining words makes sentences.</p> <p>Begin to use 'and' to join words and clauses when prompted to do so, and with support.</p>	<p>Independently write simple phrases and clauses in series. Confidently write some sentence-like structures by chaining ideas/clauses together using 'and'.</p> <p>Begin to demarcate sentence-like structures, using some simple punctuation symbols.</p>
<b>2</b>	<p>Write in simple and compound sentences that make sense (e.g. using 'and'). Use simple adjectives to describe some nouns in their sentences.</p> <p>Use capital letters and full stops to demarcate sentences.</p> <p>Begin to explore other punctuation (e.g. exclamation marks and question marks).</p>	<p>Often use simple expanded noun phrases in their sentences (e.g. the blue butterfly). Write with a growing awareness of past and present tense in simple and compound sentences (e.g. using 'when', 'if', 'that', 'because', 'or', 'and', 'but').</p> <p>On most occasions, use punctuation in the right place and to help show meaning (e.g. an exclamation mark for emphasis).</p> <p>Begin to use commas to separate items in a list.</p>	<p>Write in simple and compound sentences with a generally consistent use of past and present tense. Recognise and write statements, questions, exclamations and commands.</p> <p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences more consistently.</p> <p>Use a growing range of sentence openers to avoid repetition.</p> <p>Use adjectives, nouns, verbs and some adverbs with growing confidence and appropriateness in their writing.</p> <p>Copy</p>



<p><b>3</b></p>	<p>Confidently write in simple structured sentences (e.g. simple and compound). Use co-ordinating conjunctions as the most common conjunction (e.g. and, or, but, so).</p> <p>Use full stops and capital letters accurately.</p> <p>Use the past and present tense consistently in sentences.</p> <p>Use adverbs independently to add detail to sentences.</p>	<p>Start to write complex sentences which include a main clause and a subordinate clause. Occasionally use subordinate conjunctions (e.g. when, if, because, although).</p> <p>Show some accurate use of question marks, exclamation marks and commas in lists.</p> <p>Use, with prompts, present perfect forms of verbs (e.g. 'He has gone out to play', contrasted with, 'He went out to play').</p> <p>Write sentences which include direct speech, with support.</p> <p>Use and position adverbs in sentences to modify verbs/adjectives, providing information on when and how something happens/happened.</p>	<p>Use a variety of simple structured and complex sentences for clarity and effect. Correctly demarcate most sentences with capital letters, full stops, question marks, exclamation marks and commas for lists.</p> <p>Record direct speech in sentences, attempting to use inverted commas on occasions.</p> <p>Independently use present perfect forms of verbs (e.g. 'He has gone out to play', contrasted with, 'He went out to play').</p> <p>Display some limited variation in use of tense and verb forms.</p> <p>Choose suitable adverbs to enhance their writing.</p>
	<p>With growing confidence, write simple structured and complex sentences, using main and subordinate clauses. Begin to use inverted commas, more instinctively, to demarcate direct speech.</p> <p>Begin to display some variation in tense and verb forms to show when an action takes place and who is carrying out the action.</p>	<p>Develop as a writer by experimenting with the type, order and structure of their sentences, drawing on more varied grammar and vocabulary. Use inverted commas to clarify where direct speech begins and ends.</p> <p>Begin to develop a simple awareness of other forms of speech (e.g. reported speech and dialogue).</p> <p>Write sentences sometimes demonstrating agreement between the verb and its subject.</p>	<p>Use some variety in length, structure or subject of sentences, generally choosing accurate tense and verb forms. Use direct speech to build up a picture and add interest for the reader.</p> <p>Use inverted commas accurately to demarcate direct speech and some dialogue.</p>

	<p>Begin to use pronouns to replace nouns.</p>	<p>Improve the fluency of their writing, selecting and using pronouns or nouns from alternatives suggested/provided (e.g. I, he, she, we, they, you).</p>	<p>Use a comma to introduce direct speech and separate dialogue from the rest of the sentence.</p> <p>Begin to use other punctuation (e.g. commas after fronted adverbials, apostrophes to mark plural possession).</p> <p>Make appropriate choice of pronouns and nouns, within and across sentences to aid cohesion and avoid repetition.</p> <p>Copy</p>
<b>5</b>	<p>Show some control over their use of sentences and begin to understand the effect upon the reader. Begin to use some features of sentence structure to build up detail.</p> <p>Attempt to use commas to mark clauses.</p> <p>Use inverted commas with confidence in sentences (e.g. direct speech, reported speech, internal character dialogue).</p>	<p>Consider their use of sentence types more carefully, experimenting with the order, combination and structure, and developing their own, individual writing style.</p> <p>Attempt to use a variety of sentences to create specific effects.</p> <p>Begin to manipulate clauses for effect.</p> <p>Experiment with a wider range of punctuation (e.g. brackets, dashes, commas).</p>	<p>Use a variety of sentence lengths, structures and subjects to provide clarity and emphasis. Use some features of sentence structure to build up detail or convey shades of meaning.</p> <p>Punctuate almost all sentences accurately with capital letters, full stops, question marks, exclamation marks, inverted commas and apostrophes.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use commas to mark clauses, clarify meaning or avoid ambiguity.</p>
<b>6</b>	<p>Continue to experiment with sentences to develop their competence as a writer.</p>	<p>Consciously control sentence structure in their writing, demonstrating understanding of why sentences are constructed as they are. Use a</p>	<p>Confidently construct sentences in a variety of ways to clarify purpose, shape and organise text coherently, and contribute to the</p>

<p>Manipulate clauses to achieve different effects.</p> <p>Develop their knowledge of punctuation further (e.g. semi-colons, colons, dashes and hyphens).</p>	<p>range of sentence structures to create particular effects appropriate to the text type.</p> <p>Use a range of short sentences for effect and to highlight/alter pace.</p> <p>Use a range of complex sentences to ensure the text flows and provides the reader with detail and description.</p> <p>Attempt to use a wider range of punctuation, with support.</p>	<p>overall effect on the reader .Use more features of sentence structure to build up detail or express shades of meaning (e.g. varying word order, expanding verb phrases).</p> <p>Use semi-colons, colons and dashes to mark the boundary between independent clauses (e.g. 'It's raining; I'm fed up').</p> <p>Use a colon to introduce a list.</p> <p>Use semi-colons within complicated lists to separate items.</p> <p>Begin to use hyphens to avoid ambiguity in writing (e.g. man-eating shark versus man eating shark).</p> <p>Begin to use punctuation of bullet points when listing information.</p>
---	--	--





## *English - Writing Composition - Thinking during and after Writing*

### *Skills Progression- Organising and Sequencing*

<b>Year Group</b>	<b>End of term 1 expectations</b>	<b>End of term 2 expectations</b>	<b>End of year expectation (Essential Skill)</b>
<b>1</b>	Begin, with prompts, to make simple connections in their writing.	Develop their writing, with support, ordering events or ideas and making simple connections between them.	Make simple connections between ideas and events using some formulaic phrases (e.g. 'last week', 'first', 'next', 'then', 'after that' and 'finally'), including those to indicate the start or end of a text (e.g. 'Once upon a time', 'A long, long time ago', 'One day', 'The end' or 'They lived happily ever after').
<b>2</b>	Begin, with support, to group ideas into sections (e.g. using headings). Sequence ideas appropriately.	Group ideas into sections when prompted and sequence writing, beginning to use time connectives, headings and numbers more instinctively.	Group ideas into sections and sequence writing through the use of time connectives, headings and numbers.
<b>3</b>	Begin, with support, to recognise paragraphs as a device to group related material. Use headings to organise information, more clearly, with guidance.	Use paragraphs, when prompted, to group related material. Begin to use sub-headings in writing.  Begin to demarcate openings and endings and on occasion attempt to organise ideas.	Begin to use paragraphs independently to group related material. Use headings and sub-headings to aid presentation.  Demarcate openings and endings and attempt to organise ideas of related points next to each other.
<b>4</b>	Consider the organisation of their sentences and begin to group related points/ideas together, making simple links, with some guidance. Compose simple paragraphs with developing confidence.	Experiment with the order and sequence of their ideas/sentences, finding the most effective way to organise content within paragraphs. Use adverbs and conjunctions to establish cohesion within paragraphs.	Use paragraphs to organise ideas around a theme. Organise ideas or material in a logical sequence and attempt to create links between paragraphs.  Use paragraphs to organise whole texts at a basic level.

	Attempt to separate paragraphs (e.g. using simple layout features where appropriate, including headings and sub-headings).	Attempt to use a fitting but simple opening and closing paragraph.  Arrange their ideas, more clearly, under headings and sub-headings, without support.	Write clear openings and closings for ideas, which are sometimes linked.  Use appropriate headings and subheadings to make information clear and cohesive.
<b>5</b>	Ensure each sentence within a paragraph is related to the main idea/central thought. With prompts, write paragraphs which include an introductory topic sentence and relevant supporting sentences to develop their ideas.  Begin to use other layout devices to make information clear (e.g. bullets).	Use paragraphs instinctively to structure text and guide the reader. Within paragraphs, begin to use some devices which support cohesion.  Begin to create smoother link across paragraphs.  Use, with guidance, further layout devices to structure text (e.g. columns and tables).	Use devices to build cohesion within paragraphs or verses (e.g. secure use of pronouns). Link ideas across paragraphs or verses using adverbials of time, place and number.  Use layout devices to structure text (e.g. headings, sub-headings, columns, bullets or tables).
<b>6</b>	Write paragraphs which include a topic sentence (to begin and summarise the main idea), supporting sentences (to provide detail and extra information regarding the main idea) and a closing sentence (to conclude). Begin to make choices about which layout devices to use in own writing.	With growing confidence, use an increasing range of devices to support cohesion within and across paragraphs. Hone and develop their paragraphs to structure text, make meaning clear and make the main idea clear to the reader.  Select a combination of layout devices appropriate to the purpose (headings, sub-headings, columns, bullets, underlining and tables).	Use a wider range of cohesive devices (e.g. repetition of a word or phrase, adverbials and ellipsis). Construct paragraphs to support meaning and purpose.  Independently select and use the most appropriate layout devices to structure a text effectively and guide the reader.





## *English - Writing Composition - Thinking during and after Writing*

### *Skills Progression - Writing for different purposes*

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>1</b>	Use simple vocabulary when writing. Begin to write in different forms for themselves (e.g. lists, captions and messages).	Begin to make simple vocabulary choices guided by the teacher. Begin to identify a developing range of writing forms (e.g. stories and instructions).	Use simple vocabulary appropriate to the purpose for writing (e.g. simple scientific words). Show some indication of basic purpose or form in their writing.
<b>2</b>	Make, with support, style choices appropriate to the purpose of the writing (e.g. using a heading for a fact text).	Use some characteristics of the chosen form, referring to known texts as models.	Make vocabulary and style choices appropriate to the purpose of the writing, ensuring the main features are included. Use largely appropriate ideas and content in their writing.
<b>3</b>	Independently select the appropriate language and organisation for the type of writing.	Use the main features of a text type with some specific vocabulary and style choices.	Incorporate the main features of the text type, showing awareness of the reader, and make specific vocabulary and style choices.
<b>4</b>	Begin to consider the purpose and audience more carefully when writing. Use the purpose and audience of writing to begin to inform their decisions regarding form and features.	Begin to establish clear purpose across an increasing range of writing, but not always maintained throughout the piece. Include main features which are clear and increasingly appropriate.  Write with a basic awareness of the reader.	Establish a clear purpose throughout a piece of writing, using the main features of the genre appropriately. Write to interest, inform, entertain or engage the reader.  Incorporate mainly relevant ideas and content in texts produced.
<b>5</b>	Attempt to maintain a clear purpose across a range of writing. Demonstrate a sense of audience when writing.	Maintain a clear purpose across a range of writing, with the main features of the chosen form used appropriately. Include other writing features which they feel are appropriate/effective.	Maintain a clear purpose across a range of writing with all features of chosen form used appropriately to maintain readers' interest. Develop a generally appropriate style across most writing.
<b>6</b>	Begin to identify the needs of different audiences in their writing.	Adapt writing to meet the needs of a range of different audiences and identify different text types more readily. Adopt the appropriate level	Identify the audience for/purpose of a range of text types, making features clear and establishing the appropriate style. Use



		of formality according to the purpose and audience, with some guidance.	accurate information and clearly expressed, appropriate ideas/content in their writing. Draw on reading and research where necessary to enrich their writing.
--	--	---	--



## *English - Writing Composition - Thinking during and after Writing*

### *Skills Progression - Language*

<b>Year Group</b>	<b>End of term 1 expectations</b>	<b>End of term 2 expectations</b>	<b>End of year expectation (Essential Skill)</b>
<b>1</b>	Use simple language when writing.	Use simple language when writing which reflects the breadth of their experiences and developing phonic knowledge. Establish meaning through the repeated use of key/subject specific words.	Use some descriptive language (e.g. colour, size, simple emotion). Show evidence of vocabulary beginning to match the context.
<b>2</b>	Begin to make some apt word choices, using word banks for support.	Make, more readily, some apt word choices to create interest.	Make some apt word choices and add detail to interest the reader (e.g. using adjectives and simple expanded noun phrases). Use new vocabulary gathered from their reading experiences.
<b>3</b>	Draw on their experience of reading to inform their choice of vocabulary.	Select some words for variety and effect using word walls/banks for support.	Use generally appropriate vocabulary with some words chosen for effect (e.g. using paired adjectives when expanding simple noun phrases).
<b>4</b>	Make more effective and appropriate vocabulary choices.	Use deliberate language choices to add interest, detail and to improve clarity.	Use deliberate language choices with some expansion of general vocabulary to match the topic. Progressively use a more varied and rich vocabulary.
<b>5</b>	Use a reasonably wide vocabulary. Begin to carefully consider the effect upon the reader when making vocabulary choices.	Reflect their understanding of the reader by selecting generally appropriate vocabulary. Use vocabulary to create specific effects.	Use vocabulary for effect, with a reasonably wide range. Start to make vocabulary choices to reflect shades of meaning (e.g. 'cutting edge', 'new', 'latest', 'up-to-date').
<b>6</b>	Use varied vocabulary confidently to create a range of effects, showing interest in expanding upon their choices.	Use word choices which support the purpose with increasing precision, including use of specific and technical vocabulary. Consciously select vocabulary reflecting their understanding of the audience.	Expand vocabulary and use subject-related words appropriately. Choose vocabulary to reflect shades of meaning (e.g. 'pleased', 'excited', 'enthusiastic', 'exuberant').

			Draw on a wider range of experiences to inform their choice of vocabulary (e.g. first-hand experiences, listening, reading and discussions).
--	--	--	--



## *English - Writing Composition - Thinking during and after Writing*

### *Skills Progression - Writing to Entertain*

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
1	Produce and record ideas with support, using simple writing frames to include pictures, labels and/or captions. Share the composition of a simple narrative or poem with the teacher/class.	Use simple stories and poems that they have heard/read to support their own writing. Use simple models from reading as a frame for their own writing. Attempt to write simple narratives/poems with support and prompts.	Compose sentences and record in order to form narratives. Use simple poetic structures to substitute own ideas and write new lines/verses within an appropriate frame.
2	Write, with support, narratives (about real or fictional events) in simple sentences. Begin to use poetic techniques, including humour and word play, as part of a group/class.	Write narratives (about real or fictional events) by developing a sequence of sentences. Use poetic techniques, including humour and word-play, to compose a poem with the support of a peer.	Write narratives (about real or fictional events) by developing a sequence of sentences, including some variation in sentence openings. Draw on their experience of listening to and reading stories to develop their story writing style. Use poetic techniques, including humour and word play independently.  Write poems individually with support from a response partner to plan and evaluate.
3	Write narrative structure to include a simple beginning, middle and end. Use poetic structures including shape poems.	Write narrative structure to include a simple beginning, middle and end and some development of characters in one or two of the sections. Use poetic structures (e.g. riddles, list poems, haikus, narrative poems)	Write narrative structure to include a simple beginning, middle and end, and some development of setting and characters in one or more of the sections. Use poetic structures and techniques, more confidently.

		being increasingly aware of techniques such as rhyme and language play.	
4	<p>Write a clear and logically related beginning, middle and end. Write a section for a class story based on drama and discussion (e.g. an opening).</p> <p>Begin to incorporate some dialogue within narrative structure.</p> <p>Write poems of their own based on models provided by the teacher/those selected from reading.</p>	<p>Develop their narrative structure to include the following features: an opening, complication and a resolution/ending. Begin to write longer stories, including some events skimmed and others written in more detail.</p> <p>Experiment with language features and vocabulary choices when writing own poetry.</p>	<p>Write narrative structure using the main features, including an opening to establish settings and characters, a complication and resulting events, a resolution and/or ending. Develop ideas and material in more detail (e.g. descriptions elaborated using expanded noun phrases and adverbials).</p> <p>Use an increasing range of poetic techniques (e.g. rhyming couplets, onomatopoeia, similes, powerful words and phrases).</p> <p>Use an increasing range of poetic structures (e.g. free verse, acrostic, calligrams, kennings, soliloquies, song lyrics).</p>
5	<p>Use some clear elements of narrative structure independently. Consider how authors have developed characters and settings in what they have read and use this to inform own narrative writing.</p> <p>Begin to develop characters by commenting upon their thoughts and feelings. Explore more poetic structures in their own writing.</p>	<p>Begin to use a well-developed narrative structure. With prompts, add descriptive detail to appropriate sections in narrative writing, making settings more vivid and bringing characters to life.</p> <p>Use dialogue within narrative structure to develop characterisation.</p> <p>Become familiar with a widening range of poetic structures, drawing on reading models where necessary.</p>	<p>Write narrative structure to include most elements (e.g. introduction, build-up, main event, resolution, ending). Develop character and settings, including within own scripted drama, using similar writing models to adapt own ideas.</p> <p>Use poetic structures in a range of forms, including narrative and performance poetry.</p>
6	<p>Demonstrate awareness of an increasing range of narrative genres (e.g. historical,</p>	<p>Write narrative structure to include some elements for a particular genre with</p>	<p>Write narrative structure to include most elements appropriately (introduction,</p>

	<p>adventure, mystery, fantasy, science fiction, play scripts). Begin to use appropriate grammatical conventions to create atmosphere (e.g. carefully selected adjectives and adverbs, precise nouns, powerful verbs, pace and to-the-point dialogue).</p> <p>Draw on their reading experiences and experiment with poetic techniques to support their facility as poets.</p>	<p>growing confidence and independence. Combine elements of description, characterisation, dialogue and action, in narrative structure, to maintain readers' interest.</p> <p>Select appropriate vocabulary and poetic techniques to enhance the effectiveness of their poetry writing (e.g. alliteration, similes, rhythm, rhyme, imagery, onomatopoeia).</p>	<p>build-up, main event, resolution, ending) in a range of genres. Use vocabulary to create appropriate atmosphere.</p> <p>Use dialogue effectively to create characters and move action forward in both scripted drama and narrative.</p> <p>Use poetic techniques in a range of forms, including the use of personification and metaphor.</p>
--	---	--	---



## *English - Writing Composition - Thinking during and after Writing*

### *Skills Progression - Writing to Inform*

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>1</b>	Begin to write, with support, a sequence of connected events.	Write a short and simple sequence of connected events independently. With support, begin to use an appropriate order in their writing.	Write a sequence of connected events in an appropriate order and, in some cases, linked to their own experience. Write information in simple forms (e.g. captions, lists and labels) and within an appropriate frame (e.g. instructions, recounts or an information text). Write simple texts linked to a topic of interest/personal experience.
<b>2</b>	Write, with some support, about real events in chronological order. Produce clear labels to provide more information (e.g. label a simple flow diagram to explain a process).	Write about real events in chronological order, structuring the events into a clear beginning, middle and end. Write simple non-fiction texts using writing frames to organise ideas. Include enough detail, when writing non-fiction, to interest the reader.	Write about real events in chronological order, using a structure of orientation (scene setting), events (recount) and reorientation (closing statement). Write simple non-fiction texts, with support, incorporating the main features of the genre (e.g. instructions and information texts).
<b>3</b>	Write about real events, in chronological order, using a structure of orientation (scene setting), events (recount), reorientation (closing statement) and with prompts begin to add detail in one section. Use non-fiction writing frames independently and confidently, selecting the most appropriate for purpose.	Write about real events, in chronological order, using a structure of orientation (scene setting), events (recount), reorientation (closing statement). Use a wide range of conjunctions to expand the detail in their sentences (e.g. when, if, because, although). Begin to organise related material into sections using headings and sub-headings,	Write about real events, in chronological order, using a structure of orientation (scene setting), events (recount), reorientation (closing statement) with some expanded detail in one or more sections. Use conjunctions, adverbs and prepositions to express time, place and cause (e.g. when, before, after, while, so, because, then, next, soon, therefore, during, in, because of).

		moving away from the need to use writing frames.	Draw on their experience of non-fiction texts to produce their own informative writing, using models to support.
<b>4</b>	Write, with increasing competence, about real events in chronological order, using a structure of orientation (scene setting), events (recount), reorientation (closing statement) with relevant details, beginning to use temporal connectives (e.g. firstly, secondly, thirdly). Write non-fiction using some appropriate features of the genre.	Write about real events in chronological order, using a structure of orientation (scene setting), events (recount), reorientation (closing statement) with relevant details and a wider range of temporal connectives (e.g. next, then, afterwards, soon afterwards, after a while, since, meanwhile and eventually). Write non-fiction in an increasing range of forms.	Write about real events in chronological order using a structure of orientation (scene setting), events (recount), reorientation (closing statement) with relevant details and increasingly accurate use of temporal connectives. Write a range of non-fiction texts incorporating the main features of the genre (e.g. explanations and non-chronological reports).
<b>5</b>	Write about real events in a more logical order, including clear structure and relevant detail. Begin to précis short passages. With the support of others/a response partner, begin to make informed choices about which features to include in their non-fiction writing.	Write about real events in a logical order, including clear structure and relevant detail, beginning to cover areas of who, which, where, when and why? Show more skill when using précis.  Write non-fiction effectively, according to the text type.	Write about real events in a logical order, including clear structure and relevant detail, covering areas of who, which, where, when and why. Begin to précis longer passages. Independently select the appropriate features to include in their non-fiction writing (e.g. leaflets: clear and bold heading, factual and informative information, short messages/quotations and contact information).
<b>6</b>	Confidently write about real events, including a logical order, clear structure and appropriate details to interest the reader. Show more skill when précising longer passages. Begin to demonstrate sustained awareness of the reader when writing to inform.	Confidently write about real events, beginning to use more precise and appropriate language (e.g. personal language to recount humorous events). Précis longer passages with increasing accuracy. Write non-fiction which includes a relevant introduction and clear presentation of information with careful consideration given to the intended reader.	Write about real events using accurate and appropriate language, such as technical and formal language to recount a science investigation, powerful verbs and vivid description to recount an adventure, or informal, personal language to recount humorous events. Competently précis longer passages. Draw on their knowledge and experience of reading non-fiction in order to produce a wider range of informative writing,



			independently selecting the most appropriate features of the genre.
--	--	--	---



## *English - Writing Composition - Thinking during and after Writing*

### *Skills Progression - Writing to persuade*

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>1</b>	Produce and record simple ideas with adult support (e.g. adding simple pictures, labels and/or a caption to a partially complete poster).	Manipulate text provided by the teacher to make sense of writing (e.g. piece together sections of a advert/poster). Begin to express own words and ideas.	Use simple structures and writing frames to substitute own ideas and write new lines (e.g. producing own simple adverts/posters).
<b>2</b>	Make, with some prompts, word choices to engage the reader.	Begin to use detail to engage the reader and promote a simple viewpoint.	Make adventurous word choices and use detail to engage the reader. Give a simple viewpoint in their writing, using some words chosen for effect to promote this viewpoint (e.g. great/fun/healthy/unhealthy).
<b>3</b>	Recognise some simple features of persuasive writing used to engage the reader (e.g. adventurous word choices, vocabulary chosen for effect, detail) and use checklists/frames to structure ideas for their own writing.	Begin to use features of persuasion in own writing. With support, indicate viewpoint through choice of some negative or positive vocabulary.	Choose appropriate logical connectives to link ideas (e.g. using word banks/walls) and include more features of persuasion in their writing (e.g. flattery, benefits, text in capitals and powerful verbs/adjectives). Indicate a clear viewpoint through choice of negative or positive vocabulary.
<b>4</b>	Extend their use of appropriate logical connectives to link ideas (e.g. firstly, secondly, finally). Present a point of view in writing and begin to make simple style and vocabulary choices to convince the intended reader.	Use a developing range of appropriate logical connectives to link ideas and add detail (e.g. also, in addition, because of this, like, to sum up, as you can see). With support, recognise and use more features of persuasion in their writing. Confidently write in role, establishing a straight-forward negative or positive viewpoint.	Use appropriate logical connectives and include some features of persuasive writing (e.g. flattery, benefits, text in capitals, powerful verbs/adjectives, appeal, exaggeration and statistics). Select appropriate positive or negative vocabulary to indicate differing viewpoints. Provide detail of opposing viewpoints in simple discussion texts.

		Attempt to provide one detail, of an opposing viewpoint, in simple discussion texts.	
<b>5</b>	<p>Select appropriate logical connectives from a wider range of alternatives provided/suggested. Recognise and use an increasing range of persuasive features more independently.</p> <p>Attempt to maintain a clear viewpoint in discussion texts.</p>	<p>Use a growing range of appropriate logical connectives, independently using writing walls/word banks to support (e.g. obviously, clearly, furthermore, as well as, what is more).Begin to make informed choices about which features of persuasion to include in their writing.</p> <p>Demonstrate awareness of the audience when writing to persuade.</p> <p>With support, begin to make choices about how to present a balanced viewpoint.</p>	<p>Use appropriate logical connectives and select the most appropriate features of persuasive writing for task (e.g. flattery, benefits, text in capitals, powerful verbs/ adjectives, emotional appeal, exaggeration, statistics, questions and a one-sided argument).Maintain a clear viewpoint and, in discussion texts, make clear choices about how to present a balanced viewpoint (e.g. listing points for/against).</p>
<b>6</b>	<p>Use most features of persuasive writing appropriately to compose material, such as a leaflet or brochure for an event or place of interest. Maintain a clear viewpoint and, in discussion texts, make clear choices about how to present a balanced viewpoint (e.g. using a paragraph to deal with each point).</p>	<p>Demonstrate awareness of higher order logical connectives and begin to use them independently. Use appropriately all features of persuasive writing to help the audience make a choice.</p> <p>Begin to understand the difference between biased and balanced arguments.</p>	<p>Use higher order, appropriate logical connectives and include all features in a widening range of persuasive writing (e.g. a report/formal letter to sway the reader, advert to persuade people to buy something).Maintain a clear viewpoint and, in discussion texts, know how to present a balanced viewpoint or indicate author</p>



## *English - Writing Composition - Thinking during and after Writing*

### *Skills Progression - Proof-Reading*

<b>Year Group</b>	<b>End of term 1 expectations</b>	<b>End of term 2 expectations</b>	<b>End of year expectation (Essential Skill)</b>
<b>1</b>	Re-read their own writing with teacher/adult support.	Attempt/begin to re-read their own writing independently (they may still require some support and prompts).	Re-read their own writing to check that it makes sense.
<b>2</b>	Re-read to check for sense, noticing obvious errors in spelling, grammar and punctuation with some help.	Re-read to check for sense and, with help, ensure that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.	Re-read to check for sense, correct use of verbs and errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly).
<b>3</b>	Proof-read and correct noticed errors in spelling, grammar and punctuation.	Proof-read and correct errors in spelling, grammar and punctuation, beginning to use a dictionary.	Proof-read and correct errors in spelling, grammar and punctuation, knowing when to use a dictionary.
<b>4</b>	Proof-read for age-appropriate grammar, punctuation and spelling errors, and automatically use a dictionary to support when making corrections.	Develop their proof-reading skills, beginning to check over the text in finer detail to detect errors in spelling, punctuation and grammar. Begin to use their proof-reading skills to edit and improve own writing/set a target.	Demonstrate more accurate proof-reading for spelling, age-appropriate grammar and punctuation, using a dictionary when required.
<b>5</b>	Proof-read for spelling and punctuation errors whilst writing, and improve as they go along.	Proof-read for spelling, punctuation errors and meaning whilst writing, and improve as they go along, checking targets. With the support of a response partner, ensure they have used the correct tense throughout a piece of writing.	Proof-read for spelling/punctuation errors, consistent tense and meaning, editing as they go along to reflect their targets. Begin to check for subject and verb agreement, distinguishing between the language of speech and writing
<b>6</b>	Proof-read to confirm they have used the correct and consistent use of tense/person throughout a piece of writing. Proof-read to ensure they have chosen the correct form of the verb for the subject.	Demonstrate greater skill when proof-reading and editing to ensure their writing is effective and targeted towards the reader.	Proof-read for spelling and punctuation errors and consistent and correct use of tense/person. Edit to improve vocabulary, style and paragraph structure.

			<p>Edit the content of their writing, ensuring ideas/material are expressed coherently, logically and target the reader.</p> <p>Check for correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register.</p>
--	--	--	--



## *English - Writing Composition - Thinking during and after Writing*

### *Skills Progression - Evaluating and Editing*

<b>Year Group</b>	<b>End of term 1 expectations</b>	<b>End of term 2 expectations</b>	<b>End of year expectation (Essential Skill)</b>
<b>1</b>	Talk, with prompts, about their writing with the teacher/an adult.	Talk, with increasing independence, about their writing with the teacher/an adult, beginning to give an opinion.	Talk about their writing with the teacher or a partner.
<b>2</b>	Take part in a collaborative conversation (e.g. with an adult or peer) to discuss the strengths of their writing.	Evaluate their own writing, with support, identifying the main strengths and beginning to recognise an area for improvement.	Evaluate their own writing with the teacher and their peers, identifying the main strengths and an area for improvement.
<b>3</b>	Evaluate, with some support, their own writing, beginning to suggest improvements to vocabulary.	Evaluate their own/discuss others' writing, suggesting some improvements to grammar and vocabulary.	Evaluate their own and others' writing, suggesting improvements to grammar and vocabulary.
<b>4</b>	Evaluate their own and others' writing as a class/in a small group, discussing its effectiveness and suggesting possible changes to grammar and vocabulary.	Critically evaluate their own and others' writing with peers/a response partner, considering the reader and setting a target.	Critically evaluate their own and others' writing, suggesting changes to grammar and vocabulary to improve consistency.
<b>5</b>	Evaluate their own and others' writing, indicating possible changes to vocabulary, grammar and punctuation.	Evaluate their own and others' writing, indicating possible changes to vocabulary, grammar and punctuation, to start to improve clarity.	Evaluate their own and others' writing, indicating changes to vocabulary, grammar and punctuation to improve clarity.
<b>6</b>	Use talk effectively, remaining on task, to evaluate more critically their own and others' writing, indicating changes to vocabulary, grammar and punctuation to improve clarity.	Critically evaluate their own and others' writing to enhance effects, proposing changes by drawing on more varied vocabulary, grammar and punctuation.	Critically evaluate their own and others' writing, indicating changes to vocabulary, grammar and punctuation to improve clarity and effect.



## *English - Writing Composition - Thinking during and after Writing*

### *Skills Progression - Performing Compositions*

<b>Year Group</b>	<b>End of term 1 expectations</b>	<b>End of term 2 expectations</b>	<b>End of year expectation (Essential Skill)</b>
<b>1</b>	Begin to read aloud their own writing with adult/teacher support.	Read aloud their own writing using an audible voice (some teacher/adult support may still be required).	Read aloud their own writing clearly and audibly.
<b>2</b>	Read aloud own writing clearly and, with help, begin to recognise intonation.	Read aloud own writing clearly and begin to use some intonation.	Read aloud their own writing clearly, audibly and with appropriate intonation.
<b>3</b>	Read aloud their own writing to a group with appropriate intonation and volume.	Explore intonation and volume to add clarity so meaning is clear when reading aloud.	Read aloud their own writing, with appropriate intonation and volume, so that the meaning is clear.
<b>4</b>	Convey meaning through use of intonation and by controlling volume, beginning to modify the tone of their voice appropriately.	Experiment with their tone of voice, when appropriate, to enhance a performance.	Convey meaning through use of intonation and by controlling volume and tone.
<b>5</b>	Enhance a performance, using movement where necessary. Begin to make informed choices about how to perform their own compositions.	Clearly convey meaning through use of intonation, volume, tone and movement.	Make choices about how to perform their own compositions effectively.
<b>6</b>	Make choices about performing own compositions, beginning to take the needs of the listener into account.	Devise a performance considering how to adapt the material for a specific audience.	Make choices about performing own compositions, taking the needs of the listener into account. Perform their own compositions effectively, using appropriate intonation, volume and movement so that meaning is clear.



## *English - Writing Transcription - Spelling Skills Progression*

### *GPC (Grapheme-Phoneme-Correspondence)*

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>1</b>	Segment words (including words with adjacent consonants) into phonemes and choose graphemes to represent these sounds. Write some words containing the vowel digraphs and trigraphs for Year 1 (English, Appendix 1), including words ending in ff (e.g. off), ll (e.g. well), ss (e.g. miss), zz (e.g. buzz) and ck (e.g. back) and those ending in nk (e.g. bank).	Represent phonemes by choosing the correct grapheme more often. Increase accuracy in writing words containing the vowel digraphs and trigraphs for Year 1 (English, Appendix 1). Correctly spell an increasing number of words containing the spelling patterns for Year 1, including -tch (e.g. catch); -ve (e.g. have); -y (e.g. very); words containing ph for the /f/ sound (e.g. elephant) and wh for the /w/ sound (e.g. when); words where the /k/ sound is represented by k (e.g. skin).	Segment words into phonemes before choosing graphemes to represent the sounds. Write words in a phonetically plausible way. Write words containing the vowel digraphs and trigraphs for Year 1 with accuracy (English, Appendix 1).
<b>2</b>	Consolidate GPCs taught in Year 1 and learn the new GPCs for Year 2 (English, Appendix 1), including words containing the /j/ sound (e.g. age, edge, giant, jar); words containing the /s/ sound spelt as c (e.g. race); words which start with kn, gn and wr (e.g. knight, gnat and wrap); words which end in le (e.g. table) and words ending in al, el or il (e.g. metal, camel, pencil). Segment words into phonemes and represent these, using graphemes, with increasing accuracy.	Learn more GPCs for Year 2 (English, Appendix 1), including words ending in -y (as in cry); words with a before l or ll (pronounced as in walk, all); words containing o (pronounced as in mother); words ending in ey (e.g. monkey); words containing a after w or qu (pronounced as in want and squash); words with or after w (pronounced as in work) and ar after w (pronounced as in war; words containing s (pronounced as in usual); words ending in -tion (e.g. station). Segment, with increasing competence, spoken words into phonemes and represent these by graphemes, spelling some correctly.	Segment words into phonemes and represent these by graphemes, spelling many correctly. Write phonetic and irregular words with increasing accuracy and confidence.  Draw on knowledge of previously taught vowel digraphs and trigraphs to tackle new words.
<b>3</b>	Continue to draw on their knowledge of previously taught vowel digraphs and trigraphs to tackle new words. Write words	Segment age-appropriate, spoken words into phonemes with growing accuracy and represent these by graphemes, spelling an increasing	Segment spoken words into phonemes and represent these by graphemes, spelling many words



	containing the spelling guidance for Year 3 and 4 (English, Appendix 1), including words containing y elsewhere than at the end of words (e.g. gym); words containing ou (pronounced as in young).	amount correctly. Write words containing the spelling guidance for Year 3 and 4 (English, Appendix 1), including words containing -sure (pronounced as in treasure); words with -ture (pronounced as in picture); words ending in -sion (e.g. division).	from the Year 3 and 4 guidance correctly.
<b>4</b>	Segment many words, with growing competence, to spell correctly. Write more words containing the spelling guidance for Year 3 and 4, including words containing the /k/ sound spelt ch (e.g. scheme); words containing ch (pronounced as in chef).	Continue to segment words in order to spell them correctly. Write more words containing the spelling guidance for Year 3 and 4, including words with the /g/ sound spelt -gue (e.g. league) and the /k/ sound spelt -que (e.g. unique); words with the /s/ sound spelt sc (e.g. science); words containing ei, eigh or ey (e.g. vein, weigh, they).	Segment many words competently to spell correctly.
<b>5</b>	Segment, with some advice, more complex words, beginning to use this together with application of spelling rules. Write some words from the Year 5 and 6 guidance, including words with endings spelt -cious (e.g. vicious) or -tious (e.g. ambitious); words which end in -cial (e.g. official).	Segment, more readily, more complex words with some accuracy, together with application of spelling rules. Write more words from the Year 5 and 6 guidance including words spelt with 'ei' after 'c' (e.g. deceive).	Segment more complex words with increasing accuracy, and apply spelling rules.
<b>6</b>	Segment complex words, sometimes successfully, using the skill as one of a range of strategies. Write further words from the Year 5 and 6 guidance, including the letter string 'ough' (pronounced as in ought, rough, cough, though, through, thorough and plough).	Segment complex words increasingly successfully, using the skill as one of a range of strategies.	Segment complex words successfully as one of a growing range of strategies.



## *English - Writing Transcription - Spelling Skills Progression*

### *Apply*

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>1</b>	Write, with some support, words containing each of the 10+ phonemes taught.	Write words containing each of the 20+ phonemes already taught.	Write words containing each of the 40+ phonemes already taught.
<b>2</b>	Write, with occasional prompts, words containing all phonemes taught.	Write words, as part of independent writing, containing most phonemes taught, including alternative spelling patterns for some phonemes.	Write words containing phonemes taught, including alternate spelling patterns for some phonemes.
<b>3</b>	Spell, with some reminders, a range of root words, recognising the link between sounds and letters.	Write, more independently, a range of root words, often recognising the link between sounds and letters.	Write a range of root words, recognising the link between sounds and letters.
<b>4</b>	Begin, with support, to recognise the relationship between words to assist spelling (e.g. bicycle is cycle with bi (two) before it).	Show a growing understanding of the relationship between words to assist spelling (e.g. opposite is related to oppose).	Understand the relationship between words to assist spelling (e.g. medicine is related to medic so the /s/sound is spelt as c).
<b>5</b>	Start, with help, to investigate the history of words and the relationships between them to assist spelling (e.g. familiar is related to family).	Recognise some of the history of words and relationships between them to assist spelling (e.g. the Latin origin of the word 'desperate').	Begin to understand morphology and the history of words and relationships between them to assist spelling (e.g. the word 'conscience' is related in origin to the word 'science').
<b>6</b>	Use their knowledge of etymology more often in spelling, continuing to work on the Y5/6 word list (e.g. critic + ise = criticise).	Use knowledge of etymology in spelling competently, continuing to work on the Y5/6 word list (e.g. equip -ped, -ment).	Apply their knowledge of morphology, etymology and the relationships between words in spelling, writing all words on the Y5/6 word list correctly.



## *English - Writing Transcription - Spelling Skills Progression*

### *Letter Names and Alphabetical Order*

<b>Year Group</b>	<b>End of term 1 expectations</b>	<b>End of term 2 expectations</b>	<b>End of year expectation (Essential Skill)</b>
<b>1</b>	Name the letters of the alphabet.	Name the letters of the alphabet, mostly in the correct order.	Name the letters of the alphabet in order.
<b>2</b>	Use some letter names when orally spelling a word.	Use mostly letter names when orally spelling a word.	Use letter names when orally spelling a word.
<b>3</b>	Recognise the difference between using letter names and sounds.	Begin to understand when to use letter names and sounds.	Understand the difference between using letter names and sounds.
<b>4</b>	Select when to use letter names or sounds when spelling words.	Recognise how using alphabetical order can help find the correct spelling for words in a dictionary.	Use letter names consistently, referring to a dictionary when necessary to spell the words correctly.
<b>5</b>	Use letter names, consistently, when spelling words and recognise alphabetic order to two letters.	Use, consistently, letter names when spelling words and recognise alphabetic order to three letters efficiently.	Use letter names consistently when spelling words and recognise alphabetic order to find words in a dictionary.
<b>6</b>	Use letter names when spelling words consistently and recognise alphabetic order with increasing speed, applying to dictionary work.	Use letter names consistently when spelling words and quickly recognise alphabetic order in a range of tasks.	Use letter names consistently and effortlessly when spelling words and quickly recognise alphabetic order, applying when necessary.



## English - Writing Transcription - Spelling Skills Progression

### Alternative Spelling Patterns

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>1</b>	Begin, with support, to use letter names to distinguish between alternative spellings of the same sound.	Use, more readily, letter names to distinguish between alternative spellings of the same sound.	Use letter names to distinguish between alternative spellings of the same sound.
<b>2</b>	Begin, with support, to use alternative spelling patterns for words where one spelling pattern is already known.	Use, increasingly, alternative spelling patterns for words where one spelling pattern is already known.	Use alternative spelling patterns for words where one or more spelling pattern is already known.
<b>3</b>	Apply alternative spelling patterns for a growing range of age-appropriate words.	Use alternative spelling patterns for some complex words.	Apply alternative spelling patterns for a growing range of complex words and select with increasing accuracy.
<b>4</b>	Use a growing range of more complex spelling patterns when writing.	Begin to apply, more accurately, a range of more complex spelling patterns when writing.	Apply a range of more complex spelling patterns when writing.
<b>5</b>	Recognise, with support, that some words contain common letter strings.	Attempt to write words, containing common letter strings which can represent different phonemes (e.g. thought and through).	Write words containing common letter strings which can represent different phonemes, though not always accurately (e.g. cough and plough).
<b>6</b>	Extend knowledge of words containing the letter string 'ough' which can represent different phonemes, spelling a growing number with increasing accuracy (e.g. ough, tough, plough and although).	Show a growing knowledge of spelling patterns for words, including those where the relationship between the sounds and letters is unusual (e.g. rhythm).	Independently select the correct spelling pattern for words, including those where the relationship between the sounds and letters is unusual (e.g. yacht).



## English - Writing Transcription - Spelling Skills Progression

### Syllables

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>1</b>	With support, clap the syllables in multisyllabic words. With guidance, identify each syllable of a two-syllable compound word.	Clap and begin to count the syllables in words to support spelling. Identify each syllable of a two-syllable compound word and segment each part with some accuracy.	Clap and count the syllables in words. Spell two-syllable compound words by segmenting each part of the word (e.g. farmyard, football).
<b>2</b>	Discriminate syllables in multisyllabic words and, with support, use to assist spelling. Spell, with some help, three-syllable compound words by segmenting each part of the word (e.g. blackberry).	Chunk words into syllables to support spelling. Spell three and begin to spell four-syllable compound words by segmenting each part of the word (e.g. watermelon).	Discriminate syllables in multisyllabic words independently to aid spelling. Spell three and four-syllable compound words by segmenting each part of the word (e.g. strawberry and anybody).
<b>3</b>	Begin, with some support, to discriminate syllables in some more complex multisyllabic words, to aid spelling (e.g. experiment).	Discriminate syllables in more complex multisyllabic words, independently to aid spelling (e.g. separate, particular).	Discriminate syllables in complex multisyllabic words independently to aid spelling.
<b>4</b>	Begin to discern stressed/unstressed syllables when adding suffixes. Recognise that a polysyllabic word is one which has more than one syllable, giving some examples.	Continue to develop their knowledge of stressed/ unstressed syllables. Develop knowledge of complex polysyllabic words.	Discriminate between a stressed/unstressed syllable. Embed knowledge of complex polysyllabic words.
<b>5</b>	Use knowledge of stressed/unstressed syllables to distinguish between homophones and select correct spelling (e.g. desert/desert/dessert).	Use knowledge of word origin and syllables to assist spelling (e.g. government).	Routinely split words into syllables to spell words from the Y5/Y6 list.
<b>6</b>	Recognise how an understanding of syllables, morphology and etymology can assist spelling.	Use a growing familiarity of syllables, morphology and etymology to inform their spelling.	Apply their knowledge of syllables alongside morphology and etymology to spell all words on the Y5/6 word list.



## English - Writing Transcription - Spelling Skills Progression

### Suffixes

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>1</b>	Add -ing to verbs where no change is needed to the root word (e.g. jumping).	Add -ed and -er where no change is needed to the root word (e.g. jumping, jumper). Begin to add -est to adjectives (e.g. quickest).	Use suffixes that can be added to verbs where no change is needed in the spelling of the root word (e.g. helping, helped, helper). Add -er and -est to adjectives.
<b>2</b>	Add -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (e.g. dropping, dropped).	Add, with some guidance, suffixes to spell further words: -ment, -ness, -ful, -less, -ly (e.g. enjoyment, sadness).	Add -ed, -ing, -er and -est to a root word ending in -y with a consonant before it (e.g. copied, copying). Add -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it (e.g. hiking, hiked). Use the suffixes: -ment, -ness, -ful, -less, -ly (e.g. playful).
<b>3</b>	Begin to use further suffixes, such as adding -ly, -ily or -ally to an adjective to form an adverb and, with support, begin to apply the associated spelling rule.	Begin to use further suffixes (e.g. -ation), adding to verbs to form nouns (e.g. admiration) and increasingly adding -ly, -ily or -ally to an adjective to form an adverb, attempting to apply the associated spelling rule.	Use further suffixes (e.g. -ation), adding to verbs to form nouns (e.g. admiration) and adding -ly, -ily or -ally to an adjective to form an adverb, usually applying the associated spelling rule.
<b>4</b>	Add suffixes, beginning with vowel letters, to words of more than one syllable (e.g. forgetting) and know that the consonant letter is not doubled if the syllable is unstressed (e.g. gardening).	Use further suffixes such as -ous, where the final e of the root word is kept (e.g. courageous).	Use further suffixes (e.g. -ous), knowing the associated rule for changing root words ending in 'our' to 'or' (e.g. humorous) and where the final e of the root word is kept (e.g. courageous) whether the /i:/ sound before the 'ous' is spelt 'ious' or 'eous'.
<b>5</b>	Begin to use further suffixes such as -able, -ible, -ably, and -ibly, sometimes applying some knowledge of root word endings. Begin to add suffixes starting with vowel letters to words ending in 'fer', starting to	Use further suffixes such as -able, -ible, -ably, and -ibly, more often, applying a knowledge of root word endings more readily, and adding suffixes beginning with vowel letters to words ending in 'fer' (e.g. transference, transferring).	Use further suffixes (e.g. -able, -ible, -ably, -ibly), applying knowledge of root word endings. Add suffixes beginning with vowel letters to words ending in -fer, recognising when the r should be doubled (e.g. referred, reference).

	notice whether the -fer is stressed or unstressed (e.g. preference, preferring).		
<b>6</b>	Begin to use further suffixes (e.g. -ant, -ance, -ancy, -ent, -ence, -ency, -tial, -cial, -cious and -tious), attempting to apply knowledge of root word endings.	Use, increasingly, further suffixes (e.g. -ant, -ance, -ancy, -ent, -ence, -ency, -tial, -cial, -cious and -tious), more readily applying knowledge of root word endings.	Use further suffixes (e.g. -ant, -ance, -ancy, -ent, -ence, -ency, -tial, -cial, -cious and -tious), applying knowledge of root word endings.



## English - Writing Transcription - Spelling Skills Progression

### Prefixes

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>1</b>	Begin to add the prefix un- to root words (e.g. unhappy).	Explain how the prefix un- changes a word's meaning (e.g. unfair).	Add the prefix un- to root words, explaining why.
<b>2</b>	Use simple prefixes to assist spelling (e.g. happy and unhappy).	Use a growing knowledge of prefixes to assist spelling (e.g. beginning to use dis- or miss-).	Use any known prefixes confidently.
<b>3</b>	Investigate, with some support, further prefixes (e.g. sub- and super-).	Investigate, independently, further prefixes (e.g. sub-, super-, anti-, auto-).	Use further prefixes (e.g. sub-, super-, anti- and auto-) in a growing range of words.
<b>4</b>	Investigate further prefixes (e.g. anti-, dis-, mis- and in-) and add to some words to exemplify.	Use further prefixes (e.g. re-, in-, im-, il-, dis- and mis-) and add to more words. Begin to recognise that the start letter of a word can change the prefix.	Use further prefixes (e.g. dis-, mis-, re-, in-, im- and il-) in a growing range of words. Understand that the start letter of a word can change the prefix: before l it becomes il- (e.g. illegal), before m or p it becomes im (e.g. immature), before r it becomes ir (e.g. irregular).
<b>5</b>	Write and investigate words with further prefixes (e.g. dis-, over-, de-, mis- and re-), with some support (including using a dictionary).	Write, and independently investigate, words with further prefixes, beginning to use a hyphen to join a prefix to a word when appropriate (e.g. co-ordinate, co-operate).	Write/apply in context, words with further prefixes (e.g. dis-, over-, de-, mis- and re-). Use a hyphen to join a prefix to a word (e.g. co-ordinate and co-operate).
<b>6</b>	Apply their growing knowledge of prefixes.	Apply, consistently, most of their knowledge of prefixes.	Apply all knowledge of prefixes readily.





## English - Writing Transcription - Spelling Skills Progression

### Plurals

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>1</b>	Write words with the regular plural noun suffix -s.	Write, with more independence, words with regular plural noun suffixes -s and begin to use -es.	Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.
<b>2</b>	Add, with prompts, -es to nouns and verbs ending in -y by changing the y to i before adding es (e.g. lady to ladies and baby to babies).	Begin to recognise that words ending in a vowel plus y are pluralised by adding -s (e.g. monkeys). Copy	Add -es to words ending in -y by changing the y to i before adding -es (e.g. carry becomes carries). Add -s to words ending in a vowel plus -y, including -ey, -oy, -ay, -uy (e.g. donkeys).
<b>3</b>	Begin to learn further rules for plurals (e.g. for words ending in x).	Recognise the possessive apostrophe in words with regular plurals (e.g. girls' and boys').	With support, place the apostrophe accurately in words with regular plurals (e.g. girls' and boys').
<b>4</b>	Place the apostrophe accurately in words with regular plurals (e.g. girls' and boys').	Place, with support, apostrophes in words with irregular plurals (e.g. children's).	Place apostrophes in words with regular plurals (e.g. girls' and boys') and in words with irregular plurals (e.g. children's).
<b>5</b>	Continue to draw on their knowledge to pluralise a range of nouns.	Use plurals correctly on most occasions.	Use plurals correctly in context.
<b>6</b>	Notice some errors made when pluralising nouns.	Correct noticed errors made when pluralising nouns.	Apply plurals correctly in a range of writing contexts.



## *English - Writing Transcription - Spelling Skills Progression*

### *High Frequency Words*

<b>Year Group</b>	<b>End of term 1 expectations</b>	<b>End of term 2 expectations</b>	<b>End of year expectation (Essential Skill)</b>
<b>1</b>	Spell, with support, the days of the week and some common decodable and exception words (e.g. the, a, to).	Spell, more accurately, the days of the week and common decodable words. Spell an increasing number of exception words (e.g. he, me, we, she).	Spell the days of the week and common decodable words. Spell simple common exception words (e.g. said, was, where).
<b>2</b>	Spell many decodable high frequency words correctly. Spell common exception words from the Year 2 list (e.g. who, any, many), beginning to use mnemonics to help.	Spell, more accurately, decodable high frequency words. Spell an increasing range of common exception words from the Year 2 list (e.g. because, could, would, should), using mnemonics where appropriate. Copy	Spell decodable high frequency words correctly. Spell common exception words (e.g. Mrs, people, Christmas, beautiful).
<b>3</b>	Spell decodable high frequency words correctly (e.g. busy and business).	Spell decodable high frequency words correctly and increasingly apply in context (e.g. appear and disappear).	Continue to spell decodable high frequency words correctly, applying them in context and beginning to notice errors.
<b>4</b>	Spell an increasing amount of high frequency words correctly, applying them in context and noticing common errors (e.g. February and surprise).	Spell, with increasing accuracy, a developing range of high frequency words (e.g. ordinary and peculiar).	Extend the range of high frequency words used when writing, spelling them accurately (English, Appendix 1).
<b>5</b>	Extend the context and range of high frequency words, beginning to include those needed for specific subject areas (e.g. investigate and predict in science).	Extend the context and range of high frequency words to include those needed for specific subject areas (e.g. timbre, pitch in music).	Extend the context and range of high frequency words to include those needed for specific subject areas (e.g. investigate and predict). Notice and collect common exception words from their own reading and learn to spell some of these words.
<b>6</b>	Continue to extend the context and range of high frequency words, attempting to use them correctly in many areas of the curriculum.	Draw on a growing bank of high frequency words, beginning to maintain accuracy when working quickly.	Use a wide range of high frequency words accurately in all curriculum areas. Write all words on the Y5/6 list accurately.



## English - Writing Transcription - Spelling Skills Progression

### Contractions

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>1</b>	Begin to notice simple words with contractions (e.g. I'm and I'll).	Spell, with some support, simple words with contractions (e.g. I'm and I'll).	Spell simple words with contractions (e.g. I'm and I'll).
<b>2</b>	Notice more common words with contracted forms (e.g. it's).	Begin to spell more common words with contracted forms (e.g. didn't and hasn't), noticing that 'it's' can mean 'it is' or 'it has' but is not used for the possessive. Copy	Spell more common words with contracted forms (e.g. 'couldn't' and 'can't'). Note that 'it's' means 'it is' or 'it has'.
<b>3</b>	Explain that the apostrophe replaces the missing letter (e.g. don't, isn't, he's).	Spell a greater number of words with contracted forms, remembering that the apostrophe replaces the missing letter/s (e.g. weren't, they've).	Spell an extended range of words with contracted forms, remembering that the apostrophe replaces the missing letter/s.
<b>4</b>	Spell more words with contracted forms, correcting some errors when prompted.	Apply a number of words with contracted forms, in context, when writing.	Apply many words with contracted forms in context when writing, beginning to know where this is appropriate.
<b>5</b>	Spell more words with contracted forms, noticing and correcting errors more independently.	Consciously use contracted words in informal texts.	Use contracted words accurately in context, knowing where this is appropriate (e.g. in informal texts).
<b>6</b>	Begin to use contracted forms, where appropriate, across a range of texts.	Explain the purpose of contracted forms and use appropriately.	Know when to use contracted forms across a wide range of texts written for different purposes.



## English - Writing Transcription - Spelling Skills Progression

### Homophones

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>1</b>	Notice, with some prompts, homophones.	Notice the difference in meaning between common homophones.	Recognise that homophones have different spellings but the same sound.
<b>2</b>	Begin to notice near homophones (e.g. one and won).	Select the correct spelling for homophones more accurately.	Distinguish between homophones and near homophones and select the correct spelling (e.g. there, their, they're).
<b>3</b>	Notice further homophones and near homophones.	Investigate, with prompts, homophones and near homophones. Copy	Spell further homophones and near homophones (e.g. meat/meet, fair/fare, knot/not and here/hear).
<b>4</b>	Explain what a homophone/ near homophone is, providing their own examples.	Investigate further homophones and near homophones (e.g. bury/ berry or heal, heel, he'll).	Spell further homophones and near homophones (e.g. accept/except, missed/mist, weather/whether, affect/effect, whose/who's and scene/seen).
<b>5</b>	Spell a bank of known homophones and near homophones with increasing accuracy.	Check their spelling of homophones (e.g. heard and herd). Identify other words that are often confused (e.g. device/ devise or advice and advise).	Write homophones (e.g. allowed/aloud) and other words that are often confused (e.g. practise/practice).
<b>6</b>	Notice, collect and find the meaning of a widening range of homophones, spelling many accurately.	Apply an extended range of homophones correctly when writing.	Recall and write an extended range of homophones. Distinguish between homophones and other words which are often confused.



## English - Writing Transcription - Spelling Skills Progression

### Spelling Rules

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>1</b>	Spell some words from the Year 1 table (English, Appendix 1).	Apply, with support, spelling rules to rhyming and other lists (e.g. catch, match, hatch).	Apply simple spelling rules and guidance for Year 1 (English, Appendix 1).
<b>2</b>	Investigate word lists, correctly spelling given words. Notice the use of an apostrophe to show possession for singular nouns.	Spell an increasing number of words from the Year 2 rules and lists. Begin to use the possessive apostrophe for singular nouns.	Apply spelling rules and guidance for Year 2 (English Appendix 1). Use the possessive apostrophe for singular nouns.
<b>3</b>	Spell many words from KS1, beginning to correctly spell words from taught Y3/4 rules and lists.	Spell an increasing number of words from taught Y3/4 rules and lists.	Apply rules and guidance for Y3/Y4 (English, Appendix 1). Copy
<b>4</b>	Spell many words already learned from Y3, beginning to correctly spell further words from the Y3/Y4 rules and lists.	Spell most words from the Y3/Y4 rules and lists correctly.	Apply rules and guidance for Y3/Y4 (English, Appendix 1).
<b>5</b>	Spell many words from Year 1 to Year 4, beginning to correctly spell words from taught Y5/ Y6 rules and lists.	Spell, accurately, an increasing number of words from taught Y5/Y6 rules and lists.	Apply rules and guidance for Y5/Y6 (English, Appendix 1).
<b>6</b>	Spell many words already learned from Y5, beginning to correctly spell further words from taught Y5/6 rules and lists.	Spell most words from taught Y5/6 rules and lists. Recognise words with silent letters (e.g. knight).	Apply rules and guidance for Y5/6 (English, Appendix 1). Spell words with silent letters (e.g. psalm).



## English - Writing Transcription - Spelling Skills Progression

### Using a dictionary

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>1</b>	Notice wall charts and picture dictionaries which identify initial sounds.	Notice and, with some help, begin to find appropriate information from wall charts and picture dictionaries which identify initial sounds.	Use wall charts and picture dictionaries which identify initial sounds, graphemes and words.
<b>2</b>	Use wall charts and picture dictionaries, which identify initial sounds, graphemes and words, as a regular strategy for spelling.	Use alphabetical order to find a picture or, with help, a word.	Use wall charts and picture dictionaries to identify initial sounds, graphemes and words, becoming more aware of alphabetical order.
<b>3</b>	Begin to use, with some guidance, the first letter of a word to check its spelling in a simple dictionary.	More readily use the first letter of a word to check its spelling in a simple dictionary.	Use the first letter of a word to check its spelling in a simple dictionary.
<b>4</b>	Use, with some guidance, the first two letters of a word to check its spelling in a dictionary.	Use the first two letters of a word to check its spelling in a dictionary and begin to use a dictionary to collect word lists from known prefixes and suffixes.	Use the first two or three letters of a word to check its spelling in a dictionary. Use a dictionary to collect word lists from prefixes and suffixes. Copy
<b>5</b>	Confidently use the first two letters of a word to find and check spellings and meanings in a dictionary. Use the top word on each page to make searches more efficient. Use a dictionary to collect more word lists from prefixes and suffixes.	Use, with some prompts, the first three letters of a word to check its spelling and meaning in a dictionary. Begin to use a thesaurus to find alternative words and copy them carefully.	Use the first three or four letters of a word to check its spelling and meaning in a dictionary. Use a thesaurus.
<b>6</b>	Use a dictionary, thesaurus and spell checker without prompts, as part of writing routine.	Use a dictionary, thesaurus and spell checker competently in other curriculum areas (e.g. a science dictionary).	Use a dictionary, thesaurus and spell checker competently in all curriculum areas.



## English - Writing Transcription - Spelling Skills Progression

### Fluency

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>1</b>	Write words and phrases dictated by the teacher that included GPC words taught so far.	Write, increasingly from memory, sentences dictated by the teacher that include GPC words and common exception words taught so far.	Write, from memory, simple sentences dictated by the teacher that include common exception words, GPC words and punctuation from Year 1.
<b>2</b>	Write, from memory, simple sentences dictated by the teacher that include some revision of words and punctuation taught so far.	Write, from memory, simple sentences dictated by the teacher that include Y2 words and punctuation taught so far.	Write from memory simple sentences, dictated by the teacher, that include words using the GPCs, common exception words and punctuation from Year 2.
<b>3</b>	Write, from memory, simple sentences dictated by the teacher that revise KS1 work and include some words and punctuation from Year 3.	Write, from memory, some simple sentences dictated by the teacher, including some words and punctuation encountered so far in Year 3.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation from Year 3.
<b>4</b>	Apply correct spellings when writing, noticing errors.	Use correct spellings when writing words encountered so far in Y4, using aids (e.g. word logs) to assist.	Write, from memory, simple sentences dictated by the teacher that include words and punctuation from Y3/4, paying attention to accuracy. Copy
<b>5</b>	Begin to pick out misspelt words when checking own or other's work.	Pick out, increasingly, misspelt words when checking own or other's work. Begin to write more complex sentences dictated by the teacher, using words and punctuation encountered so far in Year 5.	Write more complex sentences and sequences of sentences, dictated by the teacher.
<b>6</b>	Write more complex sentences and sequences of sentences, dictated by the teacher.	Write dictated passages, reflecting up to Year 5 work fluently and correctly.	Write dictated passages, including Year 6 words and punctuation, fluently and correctly.



## English - Writing Transcription

### Vocabulary, Grammar and Punctuation Skills Progression

#### Plurals

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>1</b>	Use, with prompts, the regular plural noun suffix – s (e.g. dog, dogs).	Use, more accurately, the regular plural noun suffixes – s or –es (e.g. dog, dogs and wish, wishes).	Use regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes) and identify the effect of suffixes on the meaning of the noun. Copy
<b>2</b>	Use, with support, some irregular plural noun suffixes (e.g. baby, babies).	Apply their knowledge of irregular plural noun phrases when writing.	Use irregular plural noun suffixes (e.g. baby, babies; knife, knives; foot, feet; mouse, mice; tooth, teeth).
<b>3</b>	Begin to notice the possessive apostrophe in words with regular plurals (e.g. girls' and boys').	Begin to place, with guidance, the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys', pupils' and teachers').	With support, place the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys', pupils' and teachers').
<b>4</b>	Recognise, with prompts, the grammatical difference between plural and possessive -s.	Recognise and begin to use, with support, the plural and possessive -s. Notice the possessive apostrophe in words with irregular plurals (e.g. children's).	Recognise the grammatical difference between plural and possessive -s. Place the possessive apostrophe accurately in words with irregular plurals (e.g. children's, women's and men's). Copy
<b>5</b>	Use, with some reminders, pluralisation and apostrophe -s.	Explain the grammatical difference between plural and possessive -s. Explain that an apostrophe is used to show that a letter/letters have been missed out of a word and use the term 'contraction' correctly.	Use pluralisation and apostrophes accurately, on most occasions.
<b>6</b>	Continue to use pluralisation and apostrophe -s accurately on most occasions.	Explain their understanding of pluralisation and apostrophe -s to others. Apply their knowledge of pluralisation and apostrophe -s across all writing.	Apply pluralisation and apostrophes consistently across all writing.





## English - Writing Transcription

### Vocabulary, Grammar and Punctuation Skills Progression

#### Prefixes

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>1</b>	Notice, with support, how the prefix 'un' changes the meaning of verbs and adjectives (negation) (e.g. unkind or undoing).	Recognise, in context, how the prefix 'un' changes the meaning of verbs and adjectives (e.g. untie the boat).	Explain how the prefix 'un' changes the meaning of verbs and adjectives (e.g. unkind, undoing and untie).
<b>2</b>	Use, with prompts, simple prefixes to assist spelling (e.g. happy and unhappy).	Use, more independently, simple prefixes to assist spelling (e.g. subway, unload, unlock).	Independently use simple prefixes to assist spelling (e.g. happy/unhappy; like/dislike; tidy/untidy). Copy
<b>3</b>	Form nouns, beginning to use other prefixes, such as sub- and super-.	Form nouns using an increasing range of prefixes (e.g. sub-, super-, anti-, auto-), beginning to use the spellings in context.	Recognise the term 'prefix' and form nouns using a range of prefixes such as 'sub' and 'super', spelling with increasing accuracy (e.g. submarine and supermarket).
<b>4</b>	Recognise and begin to use the term 'prefix' and begin to investigate further prefixes (e.g. anti-, dis-, mis- and in-).	Use, increasingly, the term 'prefix' and form further words (e.g. intercity, antiseptic, autograph, disappoint, misbehave, redo, inactive, impossible and illegal).	Recognise and begin to use further prefixes (e.g. inter-, anti-, auto-, dis-, mis-, re-, in-, im-, il-).
<b>5</b>	Recognise and investigate prefixes used to form new verbs (e.g. dis-, de-, mis-, over- and re-).	Begin to use verb prefixes (e.g. dis-, de-, mis-, over- and re-) to assist spelling in own writing (e.g. disappear, decode, misfire, overcome and reappear).	Use verb prefixes (e.g. dis-, de-, mis-, over- and re-). Where appropriate, use a hyphen to join a prefix to a word (e.g. co-ordinate, co-operate).
<b>6</b>	Apply all known prefixes to form new words.	Use a wide range of prefixes appropriately when speaking and writing.	Use a wide range of prefixes, consistently and appropriately, to extend both spoken and written vocabulary.



## English - Writing Transcription

### Vocabulary, Grammar and Punctuation Skills Progression

#### Suffixes

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
1	Recognise, with prompts, some common suffixes at the end of a word (e.g. -ing: helping and running; -ed: walked and helped; -er: driver and helper).	Add, with some help, suffixes to verbs where no change is needed to the spelling of the root word (e.g. helping, helped and helper).	Independently add suffixes to verbs where no change is needed to the spelling of the root word (e.g. helping, helped and helper).
2	Form nouns, with prompts, using suffixes such as -ness, -er and by compounding (e.g. whiteboard and superman).	Begin to form adjectives using suffixes such as -ful, -less and recognise the term suffix. Begin to use other suffixes (e.g. -er, -est and -ly) with support.	Form nouns using suffixes such as -ness, -er and by compounding (e.g. whiteboard and superman). Form adjectives using suffixes such as -ful and -less. Use suffixes -er and -est in adjectives and -ly to turn adjectives into adverbs, recognising the term 'suffix'.  Copy
3	Begin to use further suffixes such as: -ily and -ally, adding to adjectives to form adverbs ( e.g. happy becomes happily and frantic becomes frantically). Confidently add -ly to an adjective to form an adverb (e.g. sad becomes sadly and quick becomes quickly).	Explore the suffixes -ly, -ily and -ally, adding to an adjective to form an adverb.	Use further suffixes, such as -ation, adding to verbs to form nouns (e.g. admiration) and adding -ly, -ily or -ally to an adjective to form an adverb.
4	Use further suffixes such as adding -ous to nouns to make adverbs (e.g. poisonous, dangerous, mountainous and courageous).	Use further suffixes such as -ious (e.g. serious, obvious, curious, hideous and spontaneous).	Use further suffixes (e.g. -ous, -ious, -tion, -ssion, -sion and -cian), and add suffixes to nouns to make adverbs, sometimes where there is no obvious root word.
5	Begin to use further suffixes to improve vocabulary (e.g. -able, -ible, -ably and -ibly).	Convert, with guidance, nouns or adjectives into verbs using	Convert nouns or adjectives into verbs using suffixes (e.g. -ate; -ise; -ify). Use further

		suffixes (e.g. –ate; fortunate, –ise; realise, -ify; beautify).	suffixes (e.g. -able, -ible, -ably and -ibly) effectively to improve vocabulary.
<b>6</b>	Use further suffixes (e.g. -ant, -ance, -ancy in science words such as ‘buoyant’ and ‘buoyancy’).	Increase the range of suffixes used (e.g. -ent, -ence and -ency in maths words, such as ‘frequent’, ‘frequence’ and ‘frequency’).	Use further suffixes appropriately to extend vocabulary (e.g. -ant, -ance, -ancy, -ent, -ence, -ency, -tial, -cial, -cious, -tious and -fer).



## English - Writing Transcription

### Vocabulary, Grammar and Punctuation Skills Progression

#### Words

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>1</b>	Recognise rhymes and, with support, play word games to extend knowledge of words.	Begin to use rhymes and word games, with peers, to extend knowledge of words.	Use rhymes and word games to extend knowledge of words.
<b>2</b>	Begin, with support, to recognise word families based on common words (e.g. cry, fly and try).	Recognise an increasing range of word families based on common words (e.g. badge, bridge, edge and fudge/key, donkey, monkey, chimney and valley).	Begin to use word families based on common words.
<b>3</b>	Use, increasingly, word families based on common words to assist spelling.	Recognise an increasing range of word families based on age-appropriate common words.	Recognise and use word families based on common words, demonstrating an awareness of how words are related in form and meaning (e.g. solve, solution, solver, dissolve and insoluble).
<b>4</b>	Explain how words are related in form and meaning, giving examples of form-based (e.g. family/familiar/unfamiliar or antique/unique) and meaning-based (e.g. measurement; size, height, length, small, short, little, large, tall, big, huge) word families.	Use knowledge of a growing number of word families to assist writing.	Recognise and use knowledge of a growing number of word families to assist writing across all curriculum areas. Copy
<b>5</b>	Begin, with some guidance, to notice the difference between vocabulary typical of informal speech, and vocabulary appropriate for formal speech and writing.	Understand, and apply more readily when writing, vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out – discover, ask for – request and go in – enter).	With support, investigate how words are related in meaning as synonyms and antonyms (e.g. big, large and little).
<b>6</b>	Begin to investigate, with peers and independently, how words are related as synonyms and antonyms.	Competently use a dictionary and thesaurus to find examples of synonyms and antonyms. Demonstrate a larger	Explain how words are related by meaning as synonyms and antonyms. Use vocabulary typical of informal

		repertoire of known synonyms and antonyms.	speech and vocabulary appropriate for formal speech/writing (e.g. find out – discover; ask for – request; go in – enter). Use subjunctive forms (e.g. 'If I were' or 'Were they to come') in some very formal writing and speech.
--	--	--	--



## English - Writing Transcription

### Vocabulary, Grammar and Punctuation Skills Progression

#### Sentence Construction

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>1</b>	Begin, with some support, to combine words to make simple sentences.	Construct some sentence-like structures by combining words more instinctively. Begin to leave spaces between words using their finger as a guide if needed.	Independently combine words to make simple sentences, leaving spaces between words.
<b>2</b>	Compose simple and compound sentences, beginning to use correct grammatical patterns for statements and questions, with guidance/prompts.	Construct both simple and compound sentences, increasingly using correct grammatical patterns for statements, questions and commands, more independently.	Independently compose and write sentences using correct grammatical patterns for statements, questions, exclamations and commands.
<b>3</b>	Extend, with some prompts, the range of sentences with more than one clause, by beginning to use a wider range of conjunctions (e.g. when, if, because and although).	Independently extend, on occasions, the range of sentences with more than one clause by using a wider range of conjunctions including: 'when', 'if', 'because' and 'although'.	Extend, as a matter of course, the range of sentences with more than one clause by using a wider range of conjunctions including: 'when', 'if', 'because' and 'although'.
<b>4</b>	Confidently use conjunctions, adverbs and prepositions to express time, place and cause (e.g. when, before, after, while, so, because, then, next, soon, therefore, during, in, because of).	Begin to use fronted adverbials to describe when, where and how (e.g. 'I clean my teeth' becomes 'Before I go to bed, I clean my teeth').	Use fronted adverbials (e.g. Before we begin, make sure you have a pencil). Express time, place and cause using conjunctions, adverbs or prepositions.
<b>5</b>	Begin, with prompts, to use relative clauses beginning with: who, where, when and that (e.g. The boy, who was feeling very nervous, walked into the classroom).	Use relative clauses with growing confidence to provide the reader with more detail.	Independently use relative clauses beginning with: who, which, where, when, whose and that.
<b>6</b>	Recognise, with guidance, an active or passive sentence (e.g. active; the boy was washing the dog/passive; the dog was being washed by the boy).	Change active sentences to passive and vice versa.	Use the passive form to affect the presentation of information in a sentence (e.g. 'I broke the window' versus 'The window was broken').





## English - Writing Transcription

### Vocabulary, Grammar and Punctuation Skills Progression

#### Sentence Development

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>1</b>	Recognise and find simple describing words.	Begin to select simple adjectives to describe nouns with guidance. Use simple stories that they have heard/read to support their own writing.	Select simple adjectives to describe nouns. Sequence sentences to form short narratives.
<b>2</b>	Begin to notice, with some prompts, expanded noun phrases to describe and specify (e.g. the hairy caterpillar). Use, with prompts, simple adjectives to describe nouns in their sentences.	Use expanded noun phrases, more instinctively, to describe and specify, beginning to use in independent writing.	Use expanded noun phrases to describe, specify and interest the reader in independent writing.
<b>3</b>	Show a simple awareness of pronouns as well as nouns as a device to avoid repetition in writing.	With guidance, choose nouns or simple pronouns to avoid repetition (e.g. using banks/walls to support).	Independently choose nouns or simple pronouns to avoid repetition.
<b>4</b>	With guidance, expand noun phrases by adding modifying adjectives, nouns and preposition phrases (e.g. 'the doctor', is expanded to, 'the friendly, attentive doctor with copper-coloured hair sat behind the desk').	Use expanded noun phrases, more instinctively and with growing independence to develop their ideas in more detail. Work with a response partner to evaluate and edit their use of expanded noun phrases.	Competently expand noun phrases by adding modifying adjectives, nouns and prepositional phrases (e.g. 'The teacher' expanded to 'The strict English teacher with curly hair').
<b>5</b>	Begin, with some support, to link ideas across paragraphs, using adverbials of time (e.g. later) and number (e.g. secondly).	Link, with growing confidence, ideas across paragraphs, using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).	Link ideas across paragraphs, using adverbials of: time (e.g. later); place (e.g. nearby); number (e.g. secondly); or tense choice (e.g. he had seen her before).
<b>6</b>	Use expanded noun phrases to convey more complicated information and, with some prompts, begin to notice adverbials (e.g. 'in contrast' or 'as a consequence').	Begin to use adverbials as a device to aid cohesion (e.g. 'in contrast' or 'as a consequence').	Use expanded noun phrases to convey complicated information concisely. Use adverbials (e.g. 'in contrast to' or 'as a consequence of').







## English - Writing Transcription

### Vocabulary, Grammar and Punctuation Skills Progression

#### Grammatical Components

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>1</b>	Use simple words and phrases to convey meaning.	Begin to use 'and' to join words and clauses when prompted.	Join words and clauses using 'and' appropriately.
<b>2</b>	Begin to use co-ordination (using 'or', 'and', 'but') to join sentences where each clause is of equal value (e.g. Hurry up or we will miss the bus).	Use co-ordination (using 'or', 'and', 'but') and with some support begin to use subordination (using 'when', 'if', 'that', 'because').	Use subordination (e.g. when, if, that, because) and co-ordination (e.g. or, and, but).
<b>3</b>	Notice the forms 'a' or 'an' (e.g. a rock or an open box).	Notice and begin to use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock or an open box).	Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box). Use conjunctions, adverbs and prepositions to express time, place and cause (e.g. when, before, after, while, so, because, then, next, soon, therefore, during, in, because of).
<b>4</b>	Confidently express time and cause using conjunctions (e.g. when, before, after, while, so, because).	Experiment with a combination of conjunctions, adverbs and/or prepositions to express time and cause in own writing. Work with a response partner to evaluate and edit how effectively they have expressed time and cause in their writing.	Confidently and consistently express time and cause by using both prepositions and adverbs, independently (e.g. before, after, during, in, because of, then, next, soon, therefore).
<b>5</b>	Begin, with guidance, to indicate degrees of possibility using adverbs (e.g. perhaps).	Use some adverbs and modal verbs to express degrees of possibility (e.g. surely, might, will).	Indicate degrees of possibility using adverbs (e.g. perhaps and surely) or modal verbs (e.g. might, should, will and must).
<b>6</b>	Recognise and find examples of the perfect form of verbs to mark relationships of time and cause.	Use, with guidance, the perfect form of verbs to mark relationships of time and cause.	Use the perfect form of verbs to mark relationships of time and cause.





## English - Writing Transcription

### Vocabulary, Grammar and Punctuation Skills Progression

#### Tense

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>1</b>	Begin to use, with some support, past and present tense correctly in speech.	Use, more readily, past and present tense correctly in speech, making some errors.	Use past and present tense correctly in speech.
<b>2</b>	Make the correct choice of tense (past/present) consistently in speech and increasingly in writing.	Make the correct choice of tense more consistently when writing. Begin to use the progressive form of verbs in the present and past tense to mark actions in progress.	Make the correct choice of tense consistently throughout writing, using the progressive form of verbs in the present and past tense, to mark actions in progress (e.g. she is drumming/he was shouting).
<b>3</b>	Use the past and present tense consistently in writing. Use, confidently and accurately, the progressive form of verbs in the present and past tense.	Find/use, with prompts, examples of the present perfect form of verbs instead of simple past (e.g. 'He has gone out to play', instead of, 'He went out to play').	Find/use examples of the present perfect form of verbs instead of simple past (e.g. 'He has gone out to play', instead of, 'He went out to play').
<b>4</b>	Competently recognise/use present perfect form of verbs. Begin to display some variation in tense and verb forms to show when an action takes place and who is carrying out the action.	Write sentences sometimes demonstrating agreement between the verb and its subject.	Generally choose accurate tense and verb forms.
<b>5</b>	Select, after discussion, the appropriate tense for a range of speech and writing (e.g. diary, story, recount and letters).	Select, more independently, the appropriate tense for a range of speech and writing (e.g. diary, story, recount and letters).	Select the appropriate tense for a range of speech and writing (e.g. diary, story, recount, letters) and use consistently.
<b>6</b>	Recognise, with support, deliberate variation of tense within a piece of writing.	Recognise when to vary tense within a piece of writing and start to apply on occasions.	Vary tense within a piece of writing, sometimes accurately.



## *English - Writing Transcription*

### *Vocabulary, Grammar and Punctuation Skills Progression*

#### *Layout*

<b>Year Group</b>	<b>End of term 1 expectations</b>	<b>End of term 2 expectations</b>	<b>End of year expectation (Essential Skill)</b>
<b>1</b>	Become familiar with simple writing frames to support the layout of text in guided writing.	Begin, with some help, to use simple writing frames to support the layout of text.	Use simple writing frames to support the layout of text.
<b>2</b>	Recognise, with support, headings within a text. Begin, with support, to group ideas into sections using headings.	Group ideas into sections, beginning to use headings more instinctively and with developing independence.	Use headings to group ideas into sections and to structure text.
<b>3</b>	Begin, with support, to recognise paragraphs as a device to group related material. Use headings to organise information, more clearly, with guidance.	Use paragraphs, when prompted, to group related material. Begin to recognise and use sub-headings, in own writing, as a device to structure text.  Begin to incorporate labelled diagrams where appropriate.	Begin to use paragraphs independently to group related material, using headings and sub-headings to aid presentation. Use headings, sub-headings and labelled diagrams to structure text and aid presentation.
<b>4</b>	Compose simple paragraphs with developing confidence, grouping related points/ideas together with growing appropriateness. Attempt to separate paragraphs using simple layout features, where appropriate, including headings and sub-headings.	Experiment with the order and sequence of ideas/sentences, finding the most effective way to organise content within paragraphs. Arrange their ideas, more clearly, under headings and sub-headings. Use headings and sub-headings to help the reader.	Use paragraphs to organise ideas around a theme, with appropriate choice of pronoun or noun across sentences, to aid cohesion and avoid repetition. Use appropriate layout devices, (e.g. headings, sub-headings and labelled diagrams) to structure text and make information clear and cohesive.
<b>5</b>	Begin to use other layout devices to make information clear (e.g. bullets). Use devices within a paragraph to build cohesion (e.g. 'firstly', 'secondly' and 'finally'). Ensure each sentence within a paragraph is related to the main idea/central thought.	Use, with guidance, increasingly complex layout devices to structure text (e.g. columns in newspaper reports and tables in science reports). Use devices within a paragraph to build cohesion (e.g.	Use increasingly complex layout devices, (e.g. headings, sub-headings, columns, bullets, tables and labelled diagrams) to structure text. Use devices within a paragraph to build cohesion (e.g. 'then', 'after that' and 'firstly'),

		'then', 'after that', 'this'), beginning to ensure that these follow on.	ensuring consistency throughout. Use adverbials of time, place and number or tense choice to link ideas across paragraphs.
<b>6</b>	<p>Recognise and talk about some devices used in writing to aid cohesion. Begin to use a wider range of cohesive devices to link ideas across paragraphs (e.g. repetition of words and phrases).</p> <p>Begin to make choices about which layout devices to use in own writing.</p>	<p>With growing confidence, use an increasing range of devices to support cohesion within and across paragraphs. Select a combination of layout devices appropriate to the purpose (headings, sub-headings, columns, bullets, underlining and tables).</p>	<p>Use a wider range of cohesive devices to link ideas across paragraphs, such as repetition of words and phrases, grammatical connections (e.g. 'on the other hand' or 'in contrast to') and ellipses. Select layout devices, (e.g. headings, sub-headings, columns, bullets, tables and labelled diagrams) appropriate to the text type, in order to structure text and guide the reader.</p>



# *English - Writing Transcription*

## *Vocabulary, Grammar and Punctuation Skills Progression*

### *Layout*

<b>Year Group</b>	<b>End of term 1 expectations</b>	<b>End of term 2 expectations</b>	<b>End of year expectation (Essential Skill)</b>
<b>1</b>	Notice, with prompts, capital letters at the start of sentences.	Recognise capital letters at the start of sentences. With prompts/guidance, use capital letters in own writing.	Begin to independently use capital letters at the start of sentences.
<b>2</b>	Use, with some reminders, a capital letter at the beginning of sentences.	Use, more instinctively, a capital letter at the beginning of sentences.	Use a capital letter at the beginning of most sentences.
<b>3</b>	Check, with prompts, writing for capital letters at the start of sentences. Use capital letters for some proper nouns (e.g. names).	Check, more instinctively, writing for capital letters at the start of sentences. Use capital letters for proper nouns (e.g. names and places).	Check writing for capital letters at the start of sentences. Use capital letters for most proper nouns.
<b>4</b>	Check writing for correct capitalisation at the start of sentences, including capitalisation for known proper nouns.	Notice errors in capitalisation and amend independently.	Check writing, as a matter of course, for correct capitalisation, making amendments where necessary.
<b>5</b>	Begin to use capitalisation in factual writing to improve layout.	Evaluate and edit their use of capitalisation, with a peer, in own factual writing.	Use capitalisation in factual writing to improve layout.
<b>6</b>	Use capital letters for lead words in titles (e.g Charlie and the Chocolate Factory).	Begin to use capital letters for effect when writing fact or fiction (e.g. to emphasise words or phrases).	Use capital letters in titles and for effect when writing fact or fiction (e.g. to emphasize words or phrases).



## English - Writing Transcription

### Vocabulary, Grammar and Punctuation Skills Progression

#### Punctuation Marks

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>1</b>	Begin to notice, and sometimes use, full stops at the end of sentences.	Begin to use full stops, and sometimes question marks, at the end of sentences.	Begin to use full stops, exclamation marks and question marks at the end of sentences.
<b>2</b>	Recognise and consolidate their knowledge of punctuation marks (e.g. full stops, exclamation marks and questions marks).	On most occasions, use full stops, question marks or exclamation marks appropriately at the end of sentences, beginning to use commas to separate items in a list and apostrophes for contracted forms.	Use full stops, question marks or exclamation marks appropriately at the end of sentences; commas to separate items in a list and apostrophes for contracted forms and the possessive (singular).
<b>3</b>	Recognise, with some guidance, direct speech and notice speech marks.	Recognise direct speech and begin to use it in their own writing in a basic way. With support, write sentences which include direct speech.	Attempt to use inverted commas to indicate direct speech.
<b>4</b>	Use, more routinely, inverted commas, to indicate direct speech and, with guidance, notice other associated punctuation. Competently use apostrophes for known contractions to show that one or more letters have been missed out (e.g. I'm/I am, I've/I have, it's /it is or shouldn't/should not). Use, with support, apostrophes to indicate a missing letter in other instances (e.g. The dinner's ready /The dinner is ready).	Use inverted commas to clarify where direct speech begins and ends. Use, with support, other punctuation to indicate direct speech, such as a comma after the reporting clause and end punctuation within the inverted commas (e.g. The man shouted, 'Sit down!'). Competently use apostrophes to indicate ownership (e.g. the cat's fur/Gill's ankle) and begin, with guidance, to use apostrophes to mark plural possession	Use inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause, 'The conductor shouted,' and end punctuation within the inverted commas, such as '...sit down!'). Use commas after fronted adverbials (e.g. Eventually, the waiter arrived at the table). Use apostrophes to mark plural possession (e.g. the girl's name, the girls' names).



		(e.g. the twins' mother/these employees' files).	
<b>5</b>	Attempt to use commas to mark clauses.	Notice and experiment with a wider range of punctuation (e.g. brackets, dashes and commas).	Use brackets, commas or dashes to indicate parenthesis. Use commas deliberately to clarify meaning or avoid ambiguity.
<b>6</b>	Develop their knowledge of punctuation further (e.g. semi-colons, colons, dashes and hyphens).	Attempt to use a wider range of punctuation, with support.	Apply commas accurately to separate clauses in some sentences. Notice how hyphens can be used to avoid ambiguity (e.g. recover/re-cover) and use in context. Accurately use ellipsis to indicate missing information.  Use semi-colons, colons or dashes to mark boundaries between independent clauses.



## English - Writing Transcription

### Vocabulary, Grammar and Punctuation Skills Progression

#### Proper Nouns and Personal Pronouns

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>1</b>	Notice, with prompts, that capital letters are used for names.	Use a capital letter for their own name and the names of their peers. Begin, with support, to use capital letters in other instances (e.g. 'I').	Use a capital letter for names of people, places, the days of the week and the personal pronoun 'I'.
<b>2</b>	Use, with guidance, the possessive apostrophe for singular nouns (e.g. the girl's and Sam's).	Sometimes use, in the correct instance, the possessive apostrophe for singular nouns (e.g. The cat's fur is soft/It is Sam's birthday today/I picked up a bird's feather).	Independently use the possessive apostrophe for singular nouns (e.g. the girl's and Sam's).
<b>3</b>	Consider the reader and use a growing range of sentence openers to avoid repetition (e.g. not always starting with a name or he/she).	Find, with support, examples of pronouns used in others' writing (e.g. he, she, they, we, you, them).	Begin to make use of pronouns or nouns within and across sentences to avoid repetition.
<b>4</b>	Begin to use pronouns to replace nouns. Begin to use pronouns and nouns within and across sentences to avoid repetition and aid cohesion.	Improve the fluency of their writing, selecting and using appropriate pronouns and nouns from alternatives suggested/provided.	Make greater use/appropriate choice of pronouns or nouns within and across sentences to avoid repetition. Use nouns/ pronouns to aid cohesion across a text.
<b>5</b>	Notice, with prompts, relative clauses with an implied (omitted) relative pronoun.	Begin to use relative clauses with an implied (omitted) relative pronoun (e.g. that, who, whom, whose and which).	Independently use relative clauses with an implied (omitted) relative pronoun.
<b>6</b>	Show awareness of pronouns to make links between paragraphs.	Use pronouns to make links between paragraphs.	Use pronouns effectively to make secure links between paragraphs (e.g. this, that, these, those), ensuring that what is being referred back to is clear.



## English - Writing Transcription

### Vocabulary, Grammar and Punctuation Skills Progression

#### Technical Terms

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>1</b>	Use, with prompts, some of the Y1 terms (e.g. letter, capital letter, word, sentence and full stop).	Use, more instinctively and sometimes in the right context, the terms: letter, capital letter, word, sentence, full stop, question mark and punctuation.	Use the terms: letter, capital letter, word, sentence, full stop, question mark, exclamation mark, punctuation, singular and plural.
<b>2</b>	Use, with prompts, some Year 2 terminology.	Use an increasing amount of the taught Year 2 terminology.	Use the terms: noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past and present), apostrophe and comma.
<b>3</b>	Apply understanding of Year 2 terminology and, with prompts, use some taught Year 3 terms.	Use an increasing amount of the taught Year 3 terminology.	Use the terms: adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).
<b>4</b>	Apply their understanding of Year 3 terminology and with prompts use some taught Year 4 terms.	Use an increasing amount of the taught Year 4 terminology.	Use the terms: determiner, pronoun, possessive pronoun and adverbial.
<b>5</b>	Apply Year 4 terminology and, with prompts, use some taught Year 5 terms.	Use an increasing amount of the taught Year 5 terminology.	Use the terms: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.
<b>6</b>	Apply Year 5 terminology and, with prompts, use some taught Year 6 terms.	Use an increasing amount of the taught Year 6 terminology.	Use the terms: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet point.



## *English - Writing Transcription*

### *Vocabulary, Grammar and Punctuation Skills Progression*

#### *Standard English*

<b>Year Group</b>	<b>End of term 1 expectations</b>	<b>End of term 2 expectations</b>	<b>End of year expectation (Essential Skill)</b>
<b>1</b>	Notice, with some prompts, some simple but distinctive features of Standard English.	Recognise some distinctive features of Standard English, beginning to apply to their writing.	Use some distinctive features of Standard English in their writing (e.g. words combined to make sentences, past/present tense evident and some accurate examples of singular and plural).
<b>2</b>	Begin, with prompts, to use some simple conventions for the punctuation, spelling and sentence structure of written Standard English.	Use, with developing independence, some known conventions and some terminology for the punctuation, spelling and sentence structure of written Standard English.	Use some conventions and terminology for the punctuation, word structure/spelling and sentence structure of written Standard English.
<b>3</b>	Begin, with some guidance, to recognise some of the differences between Standard and non-Standard English.	Talk about (with the class/peers) the differences between Standard and non-Standard English.	Demonstrate knowledge of some of the differences between Standard English and non-Standard English.
<b>4</b>	Recognise, with some guidance, Standard English forms for verb inflections, instead of local spoken forms.	Begin to apply Standard or non-Standard English (e.g. when writing dialogue for characters). Use, more consistently Standard English forms for verb inflections instead of local spoken forms.	Begin to apply Standard or non-Standard English when writing dialogue. Use, independently, Standard English forms for verb inflections instead of local spoken forms (e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done').
<b>5</b>	Begin to apply Standard or non-Standard English to a widening range of texts (e.g. use of local dialect in diary writing).	Apply Standard English to a wide range of texts (e.g. report writing), beginning to make choices, with guidance, for the text type.	Apply Standard or non-Standard English to a wide range of texts, making appropriate choices for text type.
<b>6</b>	Recognise when to apply Standard or non-Standard English across all text types, with occasional errors.	Apply Standard or non-Standard English across all text types with growing consistency.	Apply Standard or non-Standard English across all text types.





## English - Writing Transcription

### Vocabulary, Grammar and Punctuation Skills Progression

#### Vocabulary Range

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
<b>1</b>	Use simple vocabulary to communicate meaning.	Begin to repeat keywords in their writing.	Use mostly simple vocabulary and communicate meaning through repetition of keywords.
<b>2</b>	Use simple speech-like vocabulary to convey relevant meaning.	Use simple speech-like vocabulary to convey relevant meaning, and with prompts, include some adventurous word choices.	Use simple speech-like vocabulary to convey relevant meaning with some adventurous word choices and opportune use of new vocabulary.
<b>3</b>	Draw on their experience of reading to inform their choice of vocabulary.	Use simple, generally appropriate vocabulary, beginning to select some words for effect or occasion, using word walls/banks for support.	Use generally appropriate vocabulary with some words chosen for effect, on occasions.
<b>4</b>	Make more effective and appropriate vocabulary choices.	Begin to make some deliberate vocabulary choices, sometimes to link with the topic .	Make deliberate vocabulary choices with some expansion of general vocabulary to match the topic.
<b>5</b>	Use a reasonably wide vocabulary. Begin to carefully consider the effect upon the reader when making vocabulary choices.	Use vocabulary to create specific effects.	Use a reasonably wide range of vocabulary for effect, though not always appropriately.
<b>6</b>	Use vocabulary to create a range of effects. Begin to choose appropriate vocabulary for purpose, showing interest in expanding upon choices.	Use word choices which support the purpose with increasing precision. Consciously select vocabulary, reflecting their understanding of the audience.	Choose appropriate vocabulary for purpose and audience which is generally varied and often ambitious.