Writing Progression Across Year Groups

Sentence Structure Progression	
Year 1	**Year 2**
• Write simple sentences with a capital letter and full stop. • Use 'and' to join two ideas. • Begin to use adjectives for description. • Write statements, questions, and exclamations.	• Use compound sentences with 'and', 'but', 'or'. • Begin using subordination ('when', 'if', 'because', 'that'). • Use expanded noun phrases for detail (e.g., the big, red balloon). • Ensure subject-verb agreement in simple sentences.
Year 3	**Year 4**
• Write complex sentences using subordinate clauses. • Use adverbs and prepositions to add detail (e.g., quickly, in the park). • Use speech punctuation correctly. • Begin to vary sentence openers for interest.	• Use fronted adverbials (e.g., 'Later that day, we went home.'). • Experiment with different sentence types for effect. • Use relative clauses (who, which, where, when, whose, that). • Ensure a variety of simple, compound, and complex sentences.
Year 5	**Year 6**
• Use a range of sentence structures to impact the reader. • Use embedded clauses for detail (e.g., 'The boy, who was lost, cried.'). • Use the passive voice where appropriate. • Vary sentence length for effect (short sentences for tension, longer for detail).	• Manipulate sentence structure to enhance meaning. • Use a range of sentence types to suit genre and purpose. • Control tense, aspect, and voice (active/passive) for impact. • Adapt sentence structure to create tone and atmosphere.

Audience, Purpose and Structure	
Year 1	Year 2
• Write simple recounts, labels, and captions. • Begin writing short narratives based on experiences. • Use basic structure in storytelling (beginning, middle, end). • Write instructions with simple sequential steps.	• Write narratives with clear events in order. • Write simple reports, letters, and instructions. • Use features of different genres (e.g., opening and closing statements). • Sequence ideas in logical order.
Year 3	Year 4
• Write structured reports, explanations, and narratives. • Use paragraphs to organise ideas logically. • Develop character and setting through expanded detail. • Adapt writing style slightly for different audiences.	• Write for different audiences and purposes (e.g., formal letters, diary entries). • Use different narrative structures (e.g., flashbacks, different viewpoints). • Use persuasive devices in writing (e.g., emotive language, rhetorical questions). • Organise ideas effectively using cohesive devices.
Year 5	Year 6
• Adapt writing style according to audience and purpose (e.g., newspaper report vs. informal letter). • Use different genres confidently (e.g., balanced argument, persuasive writing). • Use literary devices such as foreshadowing, figurative language. • Create mood and atmosphere through language choices.	• Write sophisticated, cohesive texts across a range of genres. • Use subtle shifts in tone, style, and formality to suit the audience. • Develop narrative voice and perspective convincingly. • Structure texts with deliberate effect (e.g., cyclical endings, varied pacing).

Planning Drafting and Editing	
Year 1	**Year 2**
• Orally compose sentences before writing. • Re-read own writing to check it makes sense. • Make simple changes to punctuation (capital letters, full stops). • Use word banks and classroom resources for spelling.	• Plan writing by discussing ideas and sequencing key events. • Make simple improvements to vocabulary and punctuation. • Check writing for basic errors in spelling and grammar. • Use teacher feedback to improve writing.
Year 3	**Year 4**
• Plan writing using a simple structure (e.g., story maps, bullet points). • Begin to revise work, adding more detail where needed. • Use a dictionary to check spellings of unfamiliar words. • Edit punctuation, grammar, and sentence structure for clarity	• Plan writing with audience and purpose in mind. • Draft extended pieces using paragraphs for structure. • Edit writing independently, improving word choice and sentence variety. • Use a thesaurus and dictionary to refine vocabulary.
Year 5	**Year 6**
• Plan using different formats (e.g., storyboards, mind maps, outlines). • Evaluate effectiveness of writing, making precise edits. • Edit for conciseness, cohesion, and clarity. • Make improvements to overall structure, flow, and impact.	• Plan writing with a clear structure and reader impact in mind. • Draft sophisticated, well-structured pieces with strong cohesion. • Edit for precision, consistency, and style. • Improve writing by redrafting sections for fluency and engagement.

Spelling

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Spell words using phonics knowledge (Phase 5 and 6). • Learn and use common exception words (e.g., said, where, was). • Use the -s and -es suffix for plurals. • Add -ing, -ed, -er, -est to root words where no change is needed. • Begin to use simple word families (e.g., cat, bat, sat).	• Spell more homophones and near-homophones (e.g., bare/bear). • Learn and use common exception words for Year 2. • Use suffixes such as -ment, -ness, -ful, -less, -ly. • Apply spelling rules for adding -ing, -ed, -er, -est where changes occur. • Use contractions and correctly place apostrophes (e.g., don't, I'm)."	• Spell words with prefixes un-, dis-, mis-, re-, pre-. • Spell words with suffixes -ly, -ous, -tion, -sion. • Use homophones correctly in writing (e.g., their/there/they're). • Begin to use a dictionary to check spelling. • Apply spelling rules for changing root words when adding suffixes.	• Spell words with silent letters (e.g., knight, island, wrist). • Spell commonly misspelled words from the Year 3/4 spelling list. • Use knowledge of root words, prefixes, and suffixes for spelling. • Use an increasing range of homophones in correct contexts. • Independently check spelling using a dictionary.	• Use morphology and etymology to spell unfamiliar words. • Spell words with unstressed vowels and consonants (e.g., definite, temperature). • Accurately spell words from the Year 5/6 statutory list. • Spell irregular verb forms correctly (e.g., caught, brought, thought). • Apply hyphenation rules for clarity in spelling.	• Spell ambitious vocabulary accurately in extended writing. • Use a range of strategies to spell unfamiliar words independently. • Confidently apply spelling rules and patterns in all writing. • Use a dictionary and thesaurus to refine spelling and vocabulary choices. • Understand the origins of words to support spelling (Latin/Greek roots).

Punctuation and Grammar					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Use capital letters for names, 'I', and the start of sentences. • Use full stops, question marks, and exclamation marks. • Join clauses with 'and'. • Use finger spaces consistently. • Begin to use simple adjectives to describe nouns.	• Use commas in lists correctly. • Use apostrophes for contractions (e.g., can't, won't). • Use apostrophes for possession (e.g., the cat's toy). • Use subordination (when, if, that, because). • Begin to use expanded noun phrases for description (e.g., the blue butterfly).	• Use inverted commas for direct speech. • Use a wider range of conjunctions (although, since, while). • Extend noun phrases using prepositions and additional detail. • Use present perfect tense (e.g., He has gone home.). • Use commas to clarify meaning in longer sentences.	• Use fronted adverbials followed by a comma. • Use apostrophes consistently for singular and plural possession. • Maintain consistent tense throughout writing. • Begin using paragraphs to organise ideas logically. • Use pronouns to avoid repetition within a text.	• Use modal verbs (might, should, could) to express possibility. • Use relative clauses (who, which, where, when, whose, that). • Use brackets, dashes, and commas for parenthesis. • Ensure subject-verb agreement in complex sentences. • Use a range of adverbials to build cohesion between paragraphs.	• Use semi-colons, colons, and dashes effectively. • Use the passive voice appropriately (e.g., The cake was eaten by the children.). • Use subjunctive form for formal writing (e.g., If I were you, I would...). • Punctuate speech accurately, including split dialogue. • Vary sentence structure and punctuation to create impact and clarity.

Handwriting					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Form letters correctly, starting and ending in the correct place. • Sit letters on the line with appropriate size and spacing. • Use capital letters and lower-case letters consistently. • Begin to form digits correctly. • Hold a pencil with a comfortable and effective grip.	• Use diagonal and horizontal strokes to join some letters where appropriate. • Improve consistency in letter size and spacing. • Ensure letters are correctly formed and sit on the line. • Write simple sentences using correct letter formation. • Maintain correct pencil grip and posture for fluent writing.	• Develop consistency and fluency in joined handwriting. • Ensure ascenders and descenders are clear and proportionate. • Improve spacing between words for readability. • Begin to choose whether to join letters for clarity. • Write with increasing speed while maintaining legibility.	• Write consistently with clear, legible, and joined handwriting. • Maintain even spacing between words and letters. • Ensure handwriting is neat when writing at length. • Adjust size and proportion of letters based on writing purpose. • Use fluent and controlled joins.	• Maintain legibility when writing at increased speed. • Use joined handwriting in all independent writing tasks. • Ensure writing remains neat and clear in all subjects. • Choose the most appropriate letter formation based on task. • Adapt handwriting for different writing styles (e.g., note-taking).	• Write fluently, legibly, and at an appropriate speed. • Adapt handwriting style for purpose and audience (e.g., formal vs. informal). • Use an efficient and personal style while maintaining clarity. • Ensure presentation remains high across all subjects. • Develop the ability to write neatly or quickly depending on the task

Terminology					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Letter, word, sentence • Capital letter, full stop, question mark, exclamation mark • Finger space, phoneme, digraph, trigraph • Singular, plural • Adjective, noun, verb	• Noun, noun phrase, adjective, adverb, verb • Conjunction, apostrophe, comma, tense (past/present) • Compound word, suffix, prefix • Statement, question, command, exclamation • Homophone, possessive apostrophe	• Clause, phrase, main clause, subordinate clause • Speech marks (inverted commas), direct speech • Preposition, determiner, conjunction, pronoun • Word family, root word, adverbial • Present perfect tense, compound sentence	• Fronted adverbial, pronoun, possessive pronoun • Conjunction, determiner, adverbial • Standard English, apostrophe for possession • Subordinate clause, relative clause • Paragraph, cohesion, noun phrase	• Modal verb, relative clause, parenthesis • Brackets, dashes, commas for clarity • Subjunctive form, ambiguity, cohesion • Active and passive voice • Subject-verb agreement, formal/informal register	• Synonym, antonym, ellipsis • Semi-colon, colon, dash, hyphen • Passive and active voice, subjunctive mood • Cohesion, ambiguity, precise vocabulary choice • Formal/informal tone, authorial voice, inference