



**English writing progression: transcription and composition**

	<b>Spelling/ phonics</b>	<b>Handwriting</b>	<b>Composition</b>
<b>YR</b>	<p>Listen to and hear the sounds in CVC, CVCC and CCVC words</p> <p>Recall &amp;/identify the taught GPCs (the letters that represent the sounds) (including some digraphs) on a grapheme mat and use this when writing</p> <p>Spell some taught common exception/ high frequency and familiar words</p>	<p>Shows a preference for a dominant hand.</p> <p>Begins to use anti-clockwise movement and begins to retrace vertical lines.</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and hold it effectively to form recognisable letters, most of which are correctly formed</p>	<p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Begins to break the flow of speech into words.</p> <p>Writes own name and other things such as labels and captions.</p> <p>Attempts to write short sentences in meaningful contexts.</p>
<b>Y1</b>	<p>Spell words containing each of the 40+ phonemes taught</p> <p>Spell common exception words</p> <p>Spell the days of the week</p> <p>Name the letters of the alphabet in order</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p>	<p>Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p> <p>Sequencing sentences to form short narratives.</p> <p>Re-reading what they have written to check that it makes sense.</p>



	<p>Spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red</p> <p>Make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations</p>	<p>Understand which letters belong to which handwriting 'families' and to practise these.</p>	<p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>
<b>Y2</b>	<p>'y' saying /igh/ 'dge' and 'ge' saying /j/ Adding -es to words ending in 'y' 'gn' saying /n/ 'kn' saying /n/ Adding -ing and -ed to words ending in 'y' 'wr' saying /r/ n 'le' saying /l/ Adding -er and -est to words ending in 'y' rn 'el' saying /l/ 'al' and 'il' saying /l/ Adding -ed and -er to words ending in e 'eer' saying /ear/ 'ture' saying /cher/</p>	<p>Form lowercase letters of the correct size relative to one another.</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters.</p> <p>Use spacing between words that reflect the size of the letters.</p>	<p>Develop a positive attitude, and stamina towards by:</p> <ul style="list-style-type: none"><li>• Writing narratives about personal experiences and those of others (real and fictional).</li><li>• Writing about real events.</li><li>• Writing poetry.</li><li>• Writing for different purposes.</li></ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"><li>• Planning or saying out loud what they are going to write about.</li><li>• Writing down ideas and/or key words, including new vocabulary.</li><li>• Encapsulating what they want to say, sentence by sentence.</li></ul> <p>Make simple additions, revisions and corrections to their own writing by:</p>



	<p>Adding –est and –y to words ending in e</p> <p>‘mb’ saying /m/</p> <p>‘a’ and ‘al’ saying /or/</p> <p>Adding –ing and –ed to CVC and CCVC words</p> <p>‘o’ saying /u/</p> <p>‘ey’ saying /ee/</p> <p>Adding –er, –est and –y to CVCC and CVC words</p> <p>Contractions</p> <p>‘war’ saying /wor/ and ‘wor’ saying /wur/</p> <p>Adding suffixes –ment and –ness to words</p> <p>n ‘s’ saying /zh/</p> <p>wa saying /wo/, qua saying /quo/</p> <p>‘tion’ saying /shun/</p> <p>Adding the suffixes –ful, –less and –ly to words</p> <p>Homophones/near homophones</p> <p>Adding the prefix dis–</p>		<ul style="list-style-type: none"><li>• Evaluation their writing with the teacher and other pupils.</li><li>• Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</li></ul> <p>Proof reading to check for errors in spelling, grammar and punctuation.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>
<b>Y3</b>	<p>Common exception words (R)</p> <p>Adding –es to nouns and verbs ending in –y Adding –ed, –ing, –er</p>	<p>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"><li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li></ul>



<p>and –est to a root word ending in –y with a consonant before it (R)</p> <p>Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it and to words of one syllable ending in a single consonant letter after a single vowel letter (R)</p> <p>Homophones and near-homophones (R)</p> <p>The suffixes –ment, –ness, –ful, –less and –ly (R)</p> <p>Contractions (R)</p> <p>Rare GPCs (R)</p> <p>Words ending in –tion (R)</p> <p>Y3/4 statutory word list</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>The /ɪ/ sound spelt y elsewhere than at the end of words</p> <p>Homophones</p> <p>Prefixes – un– (revisited), dis–, mis–, in–, il–, im–, ir–</p> <p>The suffix –ation</p> <p>The suffix –ly</p> <p>The /ʌ/ sound spelt ou</p>	<p>Increase the legibility, consistency and quality of their handwriting.</p>	<ul style="list-style-type: none"><li>• Discussing and recording ideas.</li></ul> <p>Draft and write by:</p> <ul style="list-style-type: none"><li>• Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structure.</li><li>• Organising paragraphs around a theme.</li><li>• In narratives, creating setting, characters and plot.</li><li>• In non-narrative material, using simple organisational devices.</li></ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"><li>• Assessing the effectiveness of their own and others’ writing and suggesting improvements.</li><li>• Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li></ul> <p>Proof read for spelling and punctuation errors.</p> <p>Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>
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<p><b>Y4</b></p>	<p>Homophones revisited</p> <p>The suffix –ly revisited</p> <p>Statutory word list</p> <p>Prefixes – dis–, mis–, in–, il–, im–, ir– revisited re–, sub–, inter– , super–, anti–, auto–</p> <p>Adding suffixes revisited</p> <p>Statutory word list</p> <p>Words with endings sounding like /ʒə/ or /tʃə/</p> <p>Words with endings sounding like /ʒən/</p> <p>Homophones</p> <p>Words with endings sounding like /ʃən/, spelt –tion, –sion, –ssion, –cian</p> <p>The suffix –ous</p> <p>Words with the /k/ sound spelt ch</p> <p>Words with the /j/ sound spelt ch</p> <p>Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que</p> <p>Words with the /s/ sound spelt sc</p> <p>Words with the /eɪ/ sound spelt ei, eigh, or ey</p>	<p>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"><li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li><li>• Discussing and recording ideas.</li></ul> <p>Draft and write by:</p> <ul style="list-style-type: none"><li>• Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structure.</li><li>• Organising paragraphs around a theme.</li><li>• In narratives, creating setting, characters and plot.</li><li>• In non-narrative material, using simple organisational devices.</li></ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"><li>• Assessing the effectiveness of their own and others’ writing and suggesting improvements.</li><li>• Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li></ul> <p>Proof read for spelling and punctuation errors.</p>
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			Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
<b>Y5</b>	Y3/4 statutory word list revisited Prefixes revisited Suffixes revisited Homophones revisited Words with endings sounding like /jən/, spelt -tion, -sion, -ssion, -cian revisited Words with endings sounding like /zə/ or /tʃə/ or /zən/ revisited Statutory word list Words with endings sounding like /jəl/ spelt -cial or -tial Endings which sound like /jəs/ spelt -cious or -tious Statutory word list Homophones Words ending in -ant, -ance /-ancy, -ent, -ence /-ency Statutory word list Homophones Words ending in -able and -ible Words ending in -ably and -ibly Homophones	Write legibly, fluently and with increasing speed  Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.  Choosing the writing implement that is best suited for a task.	Plan their writing by: <ul style="list-style-type: none"><li>• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li><li>• Noting and developing initial ideas, drawing on reading and research where necessary.</li><li>• In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li></ul> Draft and write by: <ul style="list-style-type: none"><li>• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li><li>• In narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character and advance the action.</li><li>• Précising longer passages.</li><li>• Using a wide range of devices to build cohesion within and across paragraphs.</li><li>• Using further organisational and</li></ul>



			<p>presentational devices to structure text and to guide the reader.</p> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"><li>• Assessing the effectiveness of their own and others' writing.</li><li>• Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li><li>• Ensuring the consistent and correct use of tense throughout a piece of writing.</li><li>• Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register.</li></ul> <p>Proof-read for spelling and punctuation errors.</p>
<b>Y6</b>	<p>Homophones revisited</p> <p>Prefixes and suffixes revisited</p> <p>Statutory word list</p> <p>Endings which sound like /jəs/ spelt –cious or –tious and /jəl/ spelt –cial or –tial revisited</p> <p>Words ending in –ant, –ance /–ancy, –ent, –ence /–ency revisited</p>	<p>Pupils write legibly, fluently and with increasing speed</p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Choosing the writing implement that is best suited for a task.</p>	<p>Plan their writing by:</p> <ul style="list-style-type: none"><li>• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li><li>• Noting and developing initial ideas, drawing on reading and research where necessary.</li><li>• In writing narratives, considering how authors have developed characters and</li></ul>



Words ending in –able and –ible  
Words ending in –ably and ibly  
revisited

Statutory word list revisited

Words with the /i:/ sound spelt ei  
after c

Homophones revisited

Adding suffixes beginning with  
vowel letters to words ending in –fer

Words containing the letter-string  
ough

Words with ‘silent’ letters

Statutory word list revisited

settings in what pupils have read,  
listened to or seen performed.

Draft and write by:

- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- In narratives, describing settings, characters and atmosphere, and integrating dialogue to convey character and advance the action.
- Précising longer passages.
- Using a wide range of devices to build cohesion within and across paragraphs.
- Using further organisational and presentational devices to structure text and to guide the reader.

Evaluate and edit by:

- Assessing the effectiveness of their own and others’ writing.
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensuring the consistent and correct use of tense throughout a piece of writing.
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the





			<p>language of speech and writing, and choosing the appropriate register.</p> <p>Proof-read for spelling and punctuation errors.</p>
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