

| | Year 1 | Year 2 | Year 3 |
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| Phonic & Whole word spelling | Words containing each of the 40+ phonemes taught Common exception words The days of the week Name the letters of the alphabet in order Using letter names to distinguish between alternative spellings of the same sound | Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly Learning new ways of spelling phonemes for which 1 or more spellings are already know, and learn some words with each spelling , including a few common homophones Learning to spell common exception words Distinguishing between homophones and near - homophones | Spell further homophones Spell words that are often misspelt (Appendix 1) |
| Other word building spelling | Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs Using the prefix un- Using -ing, -ed, -er and -est where no change is needed in the spelling of root words Apply simple spelling rules and guidance from Appendix 1 | Learning the possessive apostrophe (singular) Learning to spell more words with contracted forms Add suffixes to spell longer words, including -ment , -ness, -ful, -less, -ly Apply spelling rules and guidelines from Appendix 1 | Use further prefixes and suffixes and understand how to add them Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Use the first 2 or 3 letters of a word to check its spelling in a dictionary |
| Transcription | Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far | Write from memory simple sentences dictated by the teacher that include words using the GPCs , common exception words and punctuation taught so far | Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far |
| Handwriting | Sit correctly at a table , holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 9-0 Understand which letters belong to which handwriting 'families' and to practise these | Form lower – case letters of the correct size relative to one another 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 Write capital letters and digits of the correct size, orientation and relationship one another and to lower-case letters Use spacing between words that reflects the size of the letters | Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting |
| Contexts for Writing | | Writing narratives about personal experiences and those of others (real and fictional) Writing about real events Writing poetry Writing for different purposes | Discussing writing similar to that which they are planning to write in order to understand and learn from its structure , vocabulary and grammar |
| Planning Writing | Saying out loud what they are going to write about Composing a sentence orally before writing it | Planning or saying out loud what they are going to write about | Discussing and recording ideas Composing and rehearsing sentences orally (including dialogue), progressively building and a varied and rich vocabulary and an increasing range of sentence structures |
| Drafting/Editing Writing | Sequencing sentences to form short narratives Re-reading what they have written to check that it makes | Writing down key words, including new vocabulary Encapsulating what they want to say , sentence by | Organising paragraphs around a theme in narratives, creative settings, characters and plot |

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| | sense. Discuss what they have written with the teacher or other pupils. | sentence. Evaluating their writing with the teacher and other pupils Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently , including verbs in the continuous form Proof reading to check for errors in spelling, grammar and punctuation | in non-narrative material, using simple or organisational devices (headings and subheadings) assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors |
| Performing Writing | Read their writing aloud clearly enough to be heard by their peers and the teacher | Read aloud what they have written with appropriate intonation to make the meaning clear | Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear |
| Vocabulary | Leaving spaces between words Joining words and joining clauses using "and" | Expanded noun phrases to describe and specify | Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if , because, although Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Using conjunctions, adverbs and prepositions to express time and cause (and place) |
| Grammar | Regular plural noun suffixes (-s, -es) Verb suffixes where the root word is unchanged(-ing, -ed, -er) Un- prefix to change meaning of adjectives/ adverbs To combine words to make sentences, including using and Sequencing sentences to form short narratives Separation of words with spaces Sentence demarcation (.!?) Capital letters for names and pronoun ' I ') Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Using a capital letter for names of people, places ,the days of the week, and the personal pronoun ' I ') | Sentences with different forms: statement, question, exclamation, command The present and past tenses correctly and consistently including the progressive form Subordination (using when, if, that, or because) and coordination (using or, and, or but) Some features of written Standard English Suffixes to form new words (-ful, -er, -ness) Sentence demarcation Commas in lists Apostrophes for omission & singular possession Learning how to use both families and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) | Using the present perfect form of verbs in contrast to the past tense Form nouns using prefixes (super-, anti-) Use the correct form of 'a' or 'an' Word families based on common words (solve, solution, dissolve, insoluble) Using and punctuating direct speech (ie. Inverted commas) |
| Grammatical Terminology | Letter, capital letter, word , singular, plural, sentence punctuation, full stop, question mark, exclamation mark | Noun, noun phrase, statement, question , exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma | Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or ' speech marks ') |

Writing Progression Y1-Y3