



Writing Progression Framework

	Year 3	Year 4	Year 5	Year 6
Word structure	To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).	To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).	To spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).	To spell words ending in -able and -ably (e.g. adorable/adorably, applicable/applicably, considerable/considerably, tolerable/tolerably).
	To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).	To spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).	To spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).	To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly).
		To spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).	To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).	
		To spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician).	To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through,	To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).



			thorough, borough, plough, bough).	
	To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).			
	To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).			
	To spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).			To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).
	To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).	To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent)).		
	To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).			To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).
	To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).			
Statutory Spellings	To spell many of the Y3 and Y4 statutory spelling words correctly.	To spell all of the Y3 and Y4 statutory spelling words correctly.	To spell many of the Y5 and Y6 statutory spelling words correctly.	To spell all of the Y5 and Y6 statutory spelling words correctly.



Spelling Conventions	To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).	To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).	To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate).	To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).
	To spell most words with the suffix -ly with no change to the root word; root words that end in 'le','al' or 'ic' and the exceptions to the rules.		To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).	
	To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).	To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).	To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).	To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).
	To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable,	To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).	To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).	



	To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.	To spell words that use the possessive apostrophe with plural. Words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).	To spell complex homophones and near-homophones, including who's/whose and stationary/stationery.	To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).
	To use the first two or three letters of a word to check its spelling in a dictionary.	To use their spelling knowledge to use a dictionary more efficiently.		
				To spell homophones and near homophones.
				To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.
Sentence Structure	Year 3	Year 4	Year 5	Year 6



Letter formation, position and placement	To use a neat, joined handwriting style with increasing accuracy and speed.	To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.	To write legibly, fluently and with increasing speed by:
			To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.	-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.
Joining Letters	To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.	To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.	To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.	To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).
Writing: Composition	Year 3	Year 4	Year 5	Year 6



Planning, Writing and Editing	To begin to use ideas from their own reading and modelled examples to plan their writing.	To compose and rehearse sentences orally (including dialogue), progressively building a varied and	To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.	To note down and develop initial ideas, drawing on reading and research where necessary.
	To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.	rich vocabulary and an increasing range of sentence structures.	To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.	To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).
	To begin to organise their writing into paragraphs around a theme.	To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.	To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.	To use a wide range of devices to build cohesion within and across paragraphs.
	To compose and rehearse sentences orally (including dialogue).	To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.	To consistently link ideas across paragraphs.	To habitually proofread for spelling and punctuation errors.
			To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.	To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
				To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.



Awareness of Audience, Purpose and Structure	To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).	To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.	To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).
	To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).	To write a range of narratives that are well-structured and well-paced.	To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.	
	To make deliberate ambitious word choices to add detail.	To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.	To regularly use dialogue to convey a character and to advance the action.	To distinguish between the language of speech and writing and to choose the appropriate level of formality.
		To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.	To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.	
	To begin to create settings, characters and plot in narratives.			To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs



				to suggest degrees of possibility).
	Year 3	Year 4	Year 5	Year 6
Sentence Construction and Tense	To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.	To always maintain an accurate tense throughout a piece of writing.	To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.	To ensure the consistent and correct use of tense throughout all pieces
	To use 'a' or 'an' correctly throughout a piece of writing.	To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.	To ensure the consistent and correct use of tense throughout all pieces of writing.	of writing, including the correct subject and verb agreement when using singular and plural.
Use of Phrases and Clauses	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.	To use a wide range of linking words/phrases between sentences and paragraphs to build	To use the subjunctive form in formal writing.
	To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.	cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).	To use the perfect form of verbs to mark relationships of time and cause.
		To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g.	To use the passive voice.



			Professor Scriffle, who was a famous inventor, had made a new discovery.	
Punctuation	To use the full range of punctuation from previous year groups (full stops, capital letters, commas, exclamation and question marks)	To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.	To use commas consistently to clarify meaning or to avoid ambiguity.	To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.
	To punctuate direct speech accurately, including the use of inverted commas.	To consistently use apostrophes for singular and plural possession.	To use brackets, dashes or commas to indicate parenthesis.	
Use of terminology	To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.	To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, determiner, cohesion and ambiguity.	To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.