



Writing Skills Overview							
Aspect	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling	Spell words by identifying sounds in them and representing the sounds with a letter or letters. <i>Children are taught to spell words by identifying the sounds and then writing the sound with letter/s.</i>	Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others	Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others	Use the prefixes un-, dis-, mis-, re-, pre-	Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-	Spell word endings which sound like 'shush' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious	Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference
		Spell words containing each of the 40+ phonemes already taught	Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones	Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited	Understand and add suffixes -ation, -ous	Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial	Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter
		Identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes	Spell many common exception words	Use the suffix -ly	Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician	Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance	Distinguish between homophones and other words which are often confused (English Appendix 1)
		Spell a few common exception words (e.g. I, the, he, said, of)	Spell most common exception words	Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature	Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue,	Spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly	Use dictionaries to check the spelling and meaning of words



					antique, unique		
		Spell some common exception words	Spell some words with contracted forms	Spell words with endings which sound like 'zhun' e.g. division, decision	Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's	Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough	Spell most of the year 5 and 6 words correctly (English Appendix 1)
		Spell the days of the week	Spell most words with contracted forms	Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plain/plane	Spell more complex words that are often misspelt for years 3 and 4 (English Appendix 1)	Spell some words with 'silent' letters e.g. knight, psalm, solemn	Use a dictionary to check the spelling of uncommon or more ambitious vocabulary
		Name the letters of the alphabet in order	Spell by learning the possessive apostrophe (singular) e.g. the girl's book	Spell words that are often misspelt (English Appendix 1)	Spell words with the 's' sounds spelt 'sc' e.g. science, scene	Spell some of the year 5 and 6 words correctly (English Appendix 1)	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1)
		Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound	Spell by distinguishing between homophones and near-homophones	Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym	Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1)	Use a thesaurus with confidence



		Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs	Add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly	Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double	Use the first three or four letters of a word to check its spelling in a dictionary	Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary	
		Add prefixes and suffixes using the prefix un-	Add suffixes to spell most longer words correctly (e.g. -ment, -ness, -ful, -less, -ly)	Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo	Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far	Use a thesaurus	
		Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest	Apply spelling rules and guidance, as listed in (English Appendix 1)	Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine			
		Apply simple spelling rules and guidance, as listed in (English Appendix 1)	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they			
		Write from memory simple sentences dictated by the teacher that		Use the first two or three letters of a word to check its spelling in a			



		include words using the GPCs and common exception words taught so far		dictionary			
		Spell words by identifying the phonemes and representing the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash)		Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far			
<b>Handwriting</b>	Hold a pencil effectively in preparation for fluent writing – using a tripod grip in almost all cases. <i>Children will be taught to use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</i>	Sit correctly at a table, holding a pencil comfortably and correctly	Form lower-case letters of the correct size relative to one another in some of his/her writing	Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined	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	Write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters	Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined
	Write recognisable letters, most of which are correctly formed. <i>Children will be taught to form lower case</i>	Form most lower-case letters correctly	Form lower-case letters of the correct size relative to one another in most of his/her writing	Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the down strokes of	Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that	Write increasingly legibly	Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task



	<i>and capital letters correctly.</i>			letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch	lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch		
		Form lower-case letters in the correct direction, starting and finishing in the right place	Use the diagonal and horizontal strokes needed to join letters in some of his/her writing place				
		Form capital letters	Use the diagonal and horizontal strokes needed to join letters				
		Form digits 0-9	Understand which letters, when adjacent to one another, are best left unjoined				
		Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters				
			Use spacing between words that reflects the size of the letters				
<b>Composition</b>	Write simple phrases and sentences that can be read by	Write sentences by saying out loud what he/she is going to write	Write sentences that are linked thematically e.g. about personal	Plan his/her writing by discussing writing similar to that which he/she	Plan his/her writing by discussing writing similar to that which he/she is planning to	Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as	Plan his/her writing by identifying the audience for and purpose of the writing,



	<p>others. <i>Children will be taught to write short sentences with words with known known sound-letter correspondences using a capital letter and full stop. Children will be taught to re-read what they have written to check that it makes sense.</i></p>	<p>about, after discussion with the teacher</p>	<p>experiences and those of others (real and fictional)</p>	<p>is planning to write in order to understand and learn from its structure and vocabulary</p>	<p>write in order to understand and learn from its structure, vocabulary and grammar</p>	<p>models for his/her own</p>	<p>effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</p>
		<p>Write down one of the sentences that he/she has rehearsed</p>	<p>Write about real events, recording these simply and clearly</p>	<p>Plan his/her writing by discussing and recording ideas within a given structure</p>	<p>Plan his/her writing by discussing and recording ideas</p>	<p>Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary</p>	<p>Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary</p>
		<p>Compose and write sentences independently to convey ideas</p>	<p>Write poetry to develop positive attitudes and stamina for writing</p>	<p>Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentence structures from (English Appendix 2)</p>	<p>Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2)</p>	<p>Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed</p>	<p>Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed</p>
		<p>Write sentences, sequencing them to form short narratives (real or fictional)</p>	<p>Write for different purposes to develop positive attitudes and stamina for writing</p>	<p>Draft and write by organising writing into paragraphs as a way of grouping related material</p>	<p>Draft and write by organising paragraphs around a theme</p>	<p>Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2)</p>	<p>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own</p>



							writing (e.g. literary language, characterisation, structure)
		Write sentences by re-reading what he/she has written to check that it makes sense	Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing	Draft and write in narratives, creating settings, characters and plot	Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose	Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character	Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2)
		Discuss what he/she has written with the teacher or other pupils	Consider what he/she is going to write before beginning by planning or saying out loud what he/she is going to write about	Draft and write non-narrative material, using headings and sub-headings to organise texts	Draft and write non-narrative material, using simple organisational devices	Draft and write by précising longer passages	Draft and write narratives, describing settings, characters and atmosphere
		Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher	Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary	Evaluate and edit by assessing the effectiveness of his/her own writing	Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements	Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly	Integrate dialogue to convey character and advance the action
			Consider what he/she is going to write before beginning by encapsulating what he/she wants to say, sentence by sentence	Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions	Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials	Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before	Draft and write by accurately précising longer passages



			Make simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils	Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly	Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials	Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining	Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis
			Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form	Read his/her 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	Confidently read his/her 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	Use different verb forms mostly accurately with consideration for audience and purpose	Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables
			Make simple additions, revisions and corrections to his/her own writing by proof-reading e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with			Evaluate and edit by assessing the effectiveness of his/her own and others' writing	Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning







							his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear
<b>Vocabulary, Grammar and Punctuation</b>	Use and understand recently introduced vocabulary.	Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun	Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman	Form nouns using a range of prefixes e.g. super-, anti-, auto-	Understands the grammatical difference between plural and possessive -s	Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify	Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types
	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper	Form adjectives using suffixes such as -ful, -less	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 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	Understand verb prefixes e.g. dis-, de-, mis-, over- and re-	Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little
	Re-read what they have written to check that it makes sense.	Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat	Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest	Identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble	Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair	Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)
		Understand how words can combine to make sentences	Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to	Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before,	Use fronted adverbials e.g. Later that day, I heard the bad news.	Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must	Understand the difference between structures typical of informal speech and structures appropriate for formal speech and



			join clauses	after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of			writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech
		Join words and clauses using and	Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon	Begin to use paragraphs as a way to group related material	Use paragraphs to organise ideas around a theme	Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly	Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
		Separate words with spaces	Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Use headings and sub-headings to aid presentation	Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before	Link ideas within and across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis
		Use capital letters and full stops to demarcate sentences in some of his/her writing	Use present and past tense mostly correctly and consistently	Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play	Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas	Use brackets, dashes or commas to indicate parenthesis	Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text
		Begin to punctuate	Use the	Begin to use	Use apostrophes to	Use commas to clarify	Use the semi-colon,



		work using question marks and exclamation marks	progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting	inverted commas to punctuate direct speech	mark plural possession e.g. the girl's name, the girls' names	meaning or avoid ambiguity	colon and dash e.g. When writing lists or as the boundary between independent clauses
		Use a capital letter for names of people, places, the days of the week, and the personal pronoun I	Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required	Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or 'speech marks')	Use commas after fronted adverbials	Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity	Use the colon to introduce a list and semi-colons within lists
		Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark	Use question marks and exclamation marks appropriately		Understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial		Use bullet points to list information
			Use commas to separate items in a list				Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover
			Use apostrophes				Understand the



			to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name				following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points
			Understand the following terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and apostrophe, comma				Use the perfect form of verbs to mark relationships of time and cause
							Use expanded noun phrases to convey complicated information concisely
							Use the full range of punctuation taught at key stage 2 (e.g. semi-colons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity