

Writing Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Spelling Development	Develop phonological awareness through RWI Phonics (Sets 1–2).	Apply RWI Phonics Sets 2–3 to spell simple words using known GPCs.	Consolidate RWI Phonics through RWI Spelling Units 1–5. Begin to use suffixes (-s, -es, -ed, -ing, -er, -est).	Follow RWI Spelling Units 6–10. Spell words with prefixes and suffixes, including words with silent letters. Use further homophones and distinguish commonly confused words.	Continue through RWI Spelling Units 11–20. Spell words with complex morphology and etymology. Use knowledge of root words, prefixes, and suffixes to support spelling of unfamiliar words.	Apply RWI Spelling Units 21–30. Accurately spell most words from the Year 5/6 word list, including irregular forms. Use dictionaries and etymology to check meaning and accuracy.	Secure RWI Spelling through independent application across subjects; proofread and correct confidently using morphology, etymology, and dictionary/thesaurus skills.
Word Structure and Morphology	Understand that words are made of sounds.	Use prefixes and suffixes (e.g. un-, -ing, -ed).	Add suffixes (-ment, -ness, -ful, -less, -ly). Recognise root words.	Use prefixes (dis-, mis-, re-) and suffixes (-ation, -ous) accurately. Recognise word families and patterns.	Use knowledge of morphology to construct and spell complex words; apply roots, prefixes, and suffixes to expand vocabulary.	Analyse word origins, prefixes, and suffixes to understand meaning; apply morphology and etymology to spelling and vocabulary.	Use morphological and etymological strategies independently to infer meaning and support accurate spelling in unfamiliar contexts.
Transcription (Spelling and Handwriting)	Write recognisable letters and segment words orally for spelling.	Write from memory simple dictated sentences using taught GPCs.	Write from memory sentences using taught RWI Spelling patterns.	Write neatly and legibly, joining letters appropriately; maintain accuracy with RWI Spelling Units 6–10 patterns.	Maintain fluent, joined handwriting; spell accurately most words from Years 3/4 list and taught RWI patterns.	Maintain legible, fluent handwriting; spell most words correctly, applying morphology and RWI knowledge.	Sustain legibility and fluency at speed for a range of tasks; maintain high spelling accuracy in extended pieces.
Handwriting and Presentation	Develop fine motor control and form letters correctly.	Form letters of the correct size and orientation; leave spaces between words.	Use consistent size and orientation; begin to join letters.	Join handwriting securely and legibly; maintain consistent spacing and margins.	Select appropriate handwriting style for purpose; ensure fluency and legibility.	Maintain fluent, joined, and legible handwriting suitable for formal presentation.	Adapt handwriting and presentation to audience and purpose (e.g., formal copies, note-taking).

Composition and Purpose for Writing	Talk about and create simple sentences through play and storytelling.	Write short narratives and recounts.	Write narratives and reports about real and imagined events.	Write for a range of purposes (narrative, poetry, reports); use paragraphs to group ideas around a theme.	Write effectively for a range of purposes and audiences, using language and structure to suit form.	Write for different audiences and purposes, selecting language, tone, and style consciously for effect.	Sustain control of form, audience, and tone across extended texts; integrate description, dialogue, and exposition effectively.
Planning and Structuring Writing	Say what they are going to write before writing.	Compose and sequence sentences orally before writing.	Plan sentences orally and sequence ideas logically.	Plan writing by discussing similar texts and noting structure, grammar, and vocabulary.	Plan by identifying audience and purpose; use models to structure writing and adapt accordingly.	Independently plan, noting and developing ideas through reading and research.	Plan multiple drafts strategically, refining structure, viewpoint, and cohesion to achieve intended effects.
Drafting and Developing Writing	Develop awareness that writing can be changed through discussion.	Re-read sentences to check they make sense.	Re-read writing to check verbs are used correctly; use conjunctions (and, because, but).	Organise paragraphs around themes; use simple devices for cohesion within paragraphs.	Use varied devices to build cohesion within and across paragraphs; use dialogue to develop character and advance action.	Use a wide range of cohesive devices, including adverbials, repetition, and ellipsis, to guide the reader.	Control pacing and viewpoint; manipulate structure (e.g., flashback, shifting perspective) to enhance impact.
Editing, Proofreading and Evaluating Writing	Share writing aloud to peers or adults.	Re-read and discuss own writing with others.	Proofread for spelling and punctuation errors.	Assess the effectiveness of own and others' writing and suggest improvements.	Evaluate writing for clarity, cohesion, and effectiveness; propose changes to grammar and vocabulary to enhance meaning.	Edit precisely for vocabulary, grammar, and punctuation to enhance effects and ensure accuracy.	Proofread independently at sentence and text level; evaluate effectiveness against purpose and audience, redrafting where needed.
Vocabulary Development and Language Choices	Use familiar vocabulary to express ideas; begin to use new words from stories.	Use simple adjectives for description.	Use expanded noun phrases and topic-specific vocabulary.	Select nouns and pronouns to aid cohesion; use fronted adverbials to add detail.	Use a thesaurus to select vocabulary for precision and impact; use figurative language appropriately.	Use sophisticated vocabulary and idiomatic expressions for effect; adjust register and tone for purpose and audience.	Exercise precise control over vocabulary choice to create nuance, emphasis, and cohesion across longer texts.
Grammar and Sentence Construction	Compose simple sentences orally.	Use coordination and subordination (and, but, because).	Use a range of sentence types and tenses consistently.	Use conjunctions, adverbs, and prepositions to express time and cause; use fronted adverbials.	Use relative clauses and modal verbs to convey shades of meaning; vary sentence length and structure.	Use the passive voice and control tense relationships; manipulate clause structures for effect.	Use the subjunctive where appropriate; sustain varied and controlled sentence structures for precision and impact.

Punctuation and Clarity	Begin to use capital letters and full stops.	Use full stops, question marks, and commas in lists; use apostrophes for contraction.	Use apostrophes for possession (singular) and punctuation for sentence types.	Use commas after fronted adverbials and punctuate direct speech accurately.	Use brackets, dashes, or commas for parenthesis; use commas to clarify meaning.	Use colons, semicolons, and dashes to mark clauses; use colons to introduce lists; punctuate bullet points consistently.	Apply punctuation choices deliberately to control emphasis, pace, and clarity in complex sentences and across texts.
Grammatical Knowledge and Terminology	Letter, word, sentence, full stop, capital letter.	Noun, verb, adjective, conjunction, plural, punctuation.	Noun phrase, tense, suffix, apostrophe, comma.	Adverb, preposition, conjunction, direct speech, clause, fronted adverbial.	Relative clause, modal verb, cohesion, ambiguity, parenthesis.	Active/passive voice, synonym, antonym, ellipsis, colon, semicolon, dash.	Subjunctive, formal/informal register, cohesion across paragraphs, hyphen, bullet points.