

Steps in Progression Document

Grammar

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar: Word	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	The rules for plural –es [e.g. dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun	Use of the forms a or an according to whether the next word begins with a consonant or a vowel	The grammatical difference between plural and possessive –s	Use of hyphens to create compound words and phrases [e.g. co-ordinate and weather-worn]	Revision of prefixes, suffixes and word families, including words with a large number of them [e.g. uncooperativeness or uncoordinated]
Grammar: Suffixes	<p>How the prefix un- changes the meaning of verbs and adjectives [negation, e.g. unkind, or undoing: untie the boat]</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</p>	<p>Formation of nouns using suffixes such as –ness, –er and by compounding [e.g. whiteboard, superman] to turn adjectives into adverbs</p> <p>Formation of adjectives using suffixes such as –ful, –less Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English</p>	Formation of nouns using a range of prefixes [e.g. super-, anti-, auto-]	Word families based on common words, showing how words are related in form and meaning [e.g. solve, solution, solver, dissolve, insoluble]	<p>Converting nouns or adjectives into verbs using suffixes [e.g. –ate; –ise; –ify]</p> <p>Verb prefixes [e.g. dis-, de-, mis-, over- and re-]</p>	How words are related by meaning as synonyms and antonyms [e.g. big, large, little]
Grammar: Noun phrases	Use of adjectives [colour, shape, size] to create a simple noun phrase [the blue car]	Expanded noun phrases for description and specification [e.g. the blue butterfly, plain flour, the man in the moon]	Use of adverbs to modify noun phrases [e.g. the really bright star or the particularly small shell]	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases [the strict maths teacher with curly hair or the person of interest]	<p>(See relative clauses in Conjunctions)</p> <p>Use of noun phrases to convey complicated information concisely</p>	Use the full range of noun phrases to create descriptions in fiction and non-fiction
Grammar: Adverbial phrases	Use simple adverbs to sequence writing	Use adverbs and simple adverbials to express time, place and manner	Use adverbial phrases to identify place, time, manner and frequency	Fronted adverbials [e.g. Later that day, I heard the bad news.]	Use fronted adverbials (phrases and clauses) to create cohesion between paragraphs	Use fronted adverbials (phrases and clauses) to create cohesion within and between paragraphs

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar: Tense	Use of the simple past tense (-ed), present tense and present progressive (-ing) where there is no change to the root word	Use tense consistently and coherently, including use of the progressive form of verbs in the present and past tense to mark actions in progress [e.g. she is drumming, he was shouting]	Use of 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 of the simple future tense [e.g. we will learn about Vikings]	Indicating degrees of possibility using adverbs [e.g. perhaps, surely] or modal verbs [e.g. might, should, will, must] Use of the future tense using a range of modal verbs	Using the past perfect tense [e.g. He had just arrived the house when the phone started to ring.]
Grammar: Sentence	How words can combine to make sentences Using and to join single clause sentences	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command Creating multi-clause sentences using subordination and co-ordination	Create a range of multi-clause sentences using a wide range of conjunctions Beginning a sentence with a subordinate clause	Use of shorter sentences for effect and to build suspense [e.g. She slowly turned the rusty handle on the old wooden door and entered the unlit room. It was empty.] Use multi-clause sentences without a conjunction or using the progressive tense [e.g. Running down the corridor, they spotted the open window]	Use of relative clauses to create multi-clause sentences [e.g. using the relative pronouns which, who, that, when, where and whose]	Use of semi-colons to replace a conjunction in a multi-clause sentences [e.g. It's raining; I'm fed up]
Grammar: Sentence conjunctions	Join words and joining clauses using and	Subordination (using when, if, that, because) and co-ordination (using or, and, but)	Express time, place and cause using conjunctions [e.g. when, before, after, while, so, because], adverbs [e.g. then, next, soon, therefore], or prepositions [e.g. before, after, during, in, because of]	Develop use of a range of conjunctions [e.g. yet, whereas, until, since, before, after] and to understand when these can be used as prepositions or adverbs Understand that some prepositions and adverbs can be used in a similar way to conjunctions [e.g. beside, despite, during, outside, down, below, next, therefore, however]	Use relative clauses beginning with who, which, where, when, whose, that, or an omitted/ implied relative pronoun	Use of a wide range of conjunctions, sentence types and lengths to create sentences for varied effects, styles and purposes

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Grammar

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar: Punctuation	<p>Separate words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [e.g. the girl's name]</p>	<p>Apostrophes to mark where letters are missing in a wider range of words, [e.g. should've, would've, couldn't, let's]</p> <p>Revision of apostrophes to mark singular possession in nouns, and plural possession in irregular nouns [e.g. the girl's name, the children's playtime]</p>	<p>Apostrophes to mark plural possession [e.g. the girl's name, the girls' names]</p> <p>Use of commas after fronted adverbials</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [e.g. It's raining; I'm fed up]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity</p>
Grammar: Speech	<p>Read, explore and identify speech punctuation in books and modelled writing</p> <p>Use of some speech in writing but might not use inverted commas</p>	<p>Introduction to inverted commas to punctuate direct speech</p>	<p>Use of inverted commas and other punctuation to indicate direct speech [e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p>	<p>Use reporting clauses including a relative clauses for description and specification</p> <p>Use inverted commas to punctuate quotes in non-fiction writing</p>	<p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p>	<p>In narratives, create settings, characters and atmosphere by integrating dialogue to convey character and advance the action and select the correct register and level of formality to enhance characterisation</p>
Grammar: Levels of formality and changes in register	<p>Introduction to simple contracted forms using 'not' [e.g. can't, haven't and don't]</p>	<p>Contracted forms, e.g. [Let's get you an ice pack... They wouldn't have...if they hadn't... They've taken the sheep!]</p>	<p>Second person direct address to the reader, and some usage of first person [e.g. If you love a challenge – however difficult – then you will... Are you nervous about the London trip? When we arrived at school we...]</p>	<p>Some use of abstract nouns, and noun phrases used as the subject of the verb, e.g. [Darkness was being whispered in... full of despair]</p> <p>Vernacular (everyday) language, including idioms [e.g. ...do your bit for the war. ...the words are stuck in my throat.]</p> <p>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]</p>	<p>Some modal verbs in certain grammatical structures [Should it rain, we may have to cancel the picnic.]</p> <p>The personal pronoun 'one', [e.g. One should not be concerned about... It is better to do this oneself.]</p> <p>Nominalisation [e.g. The arrival of the mysterious stranger caused excitement, rather than, We were very excited when the mysterious stranger arrived.]</p> <p>Multi-word vs precise verbs [find out – discover; ask for – request; go in – enter]</p>	<p>Use of the passive to affect the presentation of information in a sentence [e.g. The window in the greenhouse was broken (by me) or It is widely believed that...]</p> <p>The difference between structures typical of informal and formal speech and writing [e.g. the use of question tags: He's your friend, isn't he?]</p> <p>Use of subjunctive forms [such as If I were or Were they to come in some very formal writing and speech]</p>

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Grammar

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar: Text	Sequence sentences to form short narratives	<p>Correct choice and consistent use of present and past tenses including progressive forms throughout writing</p> <p>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</p>	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Devices to build cohesion within a paragraph [e.g. then, after that, this, firstly]</p> <p>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]</p>	<p>Link ideas 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</p> <p>Layout devices [e.g. headings, sub-headings, columns, bullets, or tables, to structure text]</p>
Grammar: Terminology	letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark	noun noun phrase statement question exclamation command compound suffix adjective adverb verb tense (past, present) apostrophe comma	preposition conjunction word family prefix clause subordinate clause direct speech consonant consonant letter vowel vowel letter inverted commas (or 'speech marks')	determiner pronoun possessive pronoun adverbial	modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity	subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points

Steps in Progression Document

Composition

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition: Plan	Write about real events	Write narratives about personal experiences and those of others (real and fictional) Write poetry Write for different purposes	Discuss and recording ideas	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	Note and develop initial ideas, drawing on reading and research where necessary In writing narratives, consider how authors have developed characters and settings
Composition: Draft & write	Say out loud what they are going to write about Write down ideas Orally rehearse sentences	Plan what they are going to write about Write down key words, including new vocabulary encapsulating what they want to say, sentence by sentence	Compose and rehearse sentences orally (including dialogue) In narratives, creating settings, characters and plot	Progressively build a varied and rich vocabulary and an increasing range of sentence structures Organise paragraphs around a theme In non-narrative material, using simple organisational devices [e.g. headings and sub-headings]	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action Précis longer passages Use a wide range of devices to build cohesion within and across paragraphs Use further organisational and presentational devices to structure text and to guide the reader [e.g. headings, bullet points, underlining]

Steps in Progression Document

Composition

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition: Evaluate & edit	Re-reading to check that their writing makes sense	<p>Evaluate their writing with the teacher and other pupils</p> <p>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</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly]</p>	<p>Suggest improvements to their own and others' writing</p> <p>Propose changes to grammar and vocabulary to improve consistency, e.g. word choice</p>	<p>Assess the effectiveness of their own and others' writing and suggesting improvements</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>	<p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation</p> <p>Ensure the consistent or correct use of tense throughout a piece of writing</p> <p>Distinguish between the language of speech and writing and identify the level of formality required</p>	<p>Assess the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensure the consistent or correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and verb agreement when using singular and plural</p> <p>Distinguish between the language of speech and writing and choose the appropriate register</p>
Composition: Perform & publish	Read aloud what they have written	Read aloud what they have written with appropriate intonation to make the meaning clear	Read aloud their own writing, to a group or the whole class, using appropriate intonation	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	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	Perform their own compositions, varying the intonation, volume, and movement with an awareness of audience

Steps in Progression Document

Transcription - Spelling

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Transcription</p> <p>Spelling: Patterns</p> <p>Refer to PoS Appendix 1 for detailed information</p>	<p>Words containing each of the 40+ phonemes already taught</p> <p>Apply simple spelling rules and guidance</p> <p>/f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</p> <p>/ŋ/ spelt n before k</p> <p>-tch</p> <p>/v/ at the end of words</p> <p>ai, oi, ay, oy, a-e, e-e, i-e, o-e, u-e, ar, ee, ea (/i:/), ea (/ɛ/), er (/ɜ:/), er (/ə/), ir, ur, oo (/u:/), oo (/ʊ/), oa, oe, ou, ow (/aʊ/), ow (/əʊ/), ue, ew, ie (/aɪ/), ie (/i:/), igh, or, ore, aw, au, air, ear, ear (/ɛə/), are (/ɛə/), Words ending -y (/i:/ or /ɪ/)</p> <p>New consonant spellings ph and wh</p> <p>Using k for the /k/ sound</p>	<p>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Apply spelling rules</p> <p>/dʒ/ spelt as ge or dge at the end of words, (or g before e, i and y)</p> <p>/n/ spelt kn or gn</p> <p>/r/ spelt wr, at the start of words</p> <p>/l/ or /əl/ spelt -le, /l/ or /əl/ spelt -el</p> <p>/l/ or /əl/ spelt -al at the end of words</p> <p>words ending -il</p> <p>/aɪ/ spelt -y at the end of words</p> <p>/ɔ:/ spelt a before l / ll</p> <p>/s/ spelt c before e/i/y</p> <p>ʌ/ spelt o</p> <p>/i:/ spelt -ey</p> <p>/ɒ/ spelt a after w/qu</p> <p>/s:/ spelt or after w</p> <p>/ɔ:/ spelt ar after w</p> <p>/ʒ/ sound spelt s</p>	<p>Spell words that are often misspelt</p> <p>Apply spelling rules patterns to spell new words</p> <p>The /ɪ/ sound spelt y elsewhere than at the end of words</p> <p>Words with endings sounding like /ʒə/ or /tʃə/, -sure, -ture</p>	<p>Spell words that are often misspelt</p> <p>Apply spelling rules patterns to spell new words</p> <p>The /ʌ/ sound spelt ou</p>	<p>Spell some words with 'silent' letters [e.g. knight, psalm, solemn]</p> <p>Use knowledge of morphology and etymology to spell words</p> <p>/k/ spelt ch</p> <p>/ʃ/ spelt ch</p> <p>/g/ spelt -gue</p> <p>/k/ spelt -que</p> <p>/s/ spelt sc</p> <p>/eɪ/ spelt ei, eigh, ey</p>	<p>Spell some words with 'silent' letters [e.g. knight, psalm, solemn]</p> <p>Use knowledge of morphology and etymology and know some words need to be learnt specifically</p> <p>/i:/ spelt ei after c letter-string ough</p>
<p>Transcription</p> <p>Spelling: Prefixes / suffixes</p> <p>Refer to PoS Appendix 1 for detailed information</p>	<p>Division of words into syllables</p> <p>Use the prefix un-</p> <p>Use -ing, -ed, -er and -est where there is no change to the root [e.g. helping, helped, helper, quicker, quickest]</p>	<p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p>	<p>Use further prefixes and suffixes and understand how to add them</p> <p>Adding suffixes beginning with vowel letters to words of more than one syllable</p> <p>un-, in-, re-, sub-, inter-, super-, anti-, auto-, -ation, -ly, -tion, -sion, -ssion, -cian, -ous, -sure, -ture, -ically, -icly</p>	<p>Use further prefixes and suffixes and understand how to add them</p> <p>l, in- becomes il</p> <p>m or p, in- becomes im-</p> <p>r, in- becomes ir-</p> <p>-sure, -ture, -ically, -icly</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>-able/ -ably, -ible/ -ibly, -cious, -tious, -tial, -cial</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>-spelt, -tion, -sion, -ssion, -cian, -ant, -ance/ -ancy, -ent, -ence/ -ency, -fer</p>

Steps in Progression Document

Transcription - Spelling

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Transcription</p> <p>Spelling: Homophones</p> <p>Refer to PoS Appendix 1 for detailed information</p>	<p>Learn to spell some words that will later be identified as homophones, [e.g. to, of, were, I, your, no, by, here, there, where, one]</p> <p>Using letter names to distinguish between alternative spellings of the same sound</p>	<p>Learn some words with alternative graphemes for known phonemes</p> <p>Distinguish between homophones and near-homophones</p> <p>there/their/they're, here/hear, sun/son, quite/quiet, see/sea, bare/bear, one/won, to/too/two, be/bee, blue/blew, night/knight</p>	<p>Spell further homophones:</p> <p>accept/except, ball/bawl, brake/break, grate/great, here/hear, knot/not, mail/male, meat/meet, missed/mist, plain/plane, scene/seen, whose/who's</p>	<p>Spell further homophones:</p> <p>affect/effect, berry/bury, fair/fare, groan/grown, heel/heal/he'll, main/mane, medal/meddle, peace/piece, rain/rein/reign, weather/whether</p>	<p>Continue to distinguish between homophones and other words which are often confused</p> <p>advice/advise, licence/license, prophecy/prophesy, guessed/guest, led/lead, past/passed</p>	<p>Continue to distinguish between homophones and other words which are often confused</p> <p>device/devise, practice/practise, farther/father, heard/herd, morning/mourning, precede/proceed</p>
<p>Transcription</p> <p>Spelling: Plurals & apostrophes & hyphens</p>	<p>Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p>	<p>Learning to spell more words with contracted forms</p> <p>Learning the possessive apostrophe (singular) [e.g. the girl's book]</p>	<p>Revision of apostrophes to mark singular possession in nouns, and plural possession in irregular nouns [e.g. the girl's name, the children's playtime]</p>	<p>Place the possessive apostrophe accurately in words with regular plurals [e.g. girls', boys'] and in words with irregular plurals [e.g. children's]</p>	<p>Revise the possessive apostrophe and apostrophes for contraction</p> <p>Use of the hyphen to form compound adjectives</p>	<p>Revise the possessive apostrophe and apostrophes for contraction</p> <p>Use of the hyphen to avoid awkward repeated vowels in prefixed words</p>
<p>Transcription</p> <p>Spelling: Dictionaries & thesauruses</p> <p>Refer to PoS Appendix 1 for detailed information</p>	<p>Name the letters of the alphabet:</p> <p>Naming the letters of the alphabet in order</p>	<p>Learn new ways of spelling phonemes for which one or more spellings are already known and spell words including these</p>	<p>Use the first two letters of a word to check its spelling in a dictionary</p>	<p>Use the first three letters of a word to check its spelling in a dictionary</p>	<p>Use the first three letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus to identify synonyms</p>	<p>Use the first four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus to identify appropriate synonyms and antonyms</p>

Steps in Progression Document

Transcription - Spelling

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription Spelling: Dictation & recall Refer to PoS Appendix 1 for detailed information	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	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
Transcription Spelling: Common exception & spelling words Refer to PoS Appendix 1 for detailed information	The days of the week Common exception words: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/ or others, according to the programme used	Common exception words: door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas	Learn LKS2 spelling words: accident(ally), address, appear, believe, breath, build, calendar, centre, certain, complete, continue, describe, difficult, early, eight/eighth, exercise, experiment, famous, February, fruit, group, guide, heart, history, increase, interest, knowledge, length, material, mention, natural, notice, often, ordinary, peculiar, popular, possess(ion), potatoes, probably, purpose, question, regular, remember, separate, straight, strength, surprise, though/ although, through, weight	Learn LKS2 spelling words: actual(ly), answer, arrive, bicycle, breathe, busy/business, caught, century, circle, consider, decide, different, disappear, earth, enough, experience, extreme, favourite, forward(s), grammar, guard, heard, height, imagine, important, island, learn, library, medicine, minute, naughty, occasion(ally), opposite, particular, perhaps, position, possible, pressure, promise, quarter, recent, reign, sentence, special, strange, suppose, therefore, thought, various, woman/ women	Learn UKS2 spelling words: accompany, achieve, amateur, apparent, attached, average, bargain, category, committee, community, conscience*, controversy, correspond, definite, determined, dictionary, embarrass, equip (-ped, -ment), exaggerate, existence, familiar, forty, government, harass, identity, individual, interrupt, leisure, marvellous, muscle, neighbour, occupy, opportunity, persuade, prejudice, profession, pronunciation, recognise, restaurant, rhythm, secretary, signature, soldier, sufficient, symbol, temperature, twelfth, vegetable, yacht	Learn UKS2 spelling words: accommodate, according, aggressive, ancient, appreciate, available, awkward, bruise, cemetery, communicate, competition, conscious*, convenience, criticise (critic + ise), curiosity, desperate, develop, disastrous, environment, especially, excellent, explanation, foreign, frequently, guarantee, hindrance, immediate(ly), interfere, language, lightning, mischievous, necessary, nuisance, occur, parliament, physical, privilege, programme, queue, recommend, relevant, rhyme, sacrifice, shoulder, sincere(ly), stomach, suggest, system, thorough, variety, vehicle

Steps in Progression Document

Transcription - Handwriting

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription Handwriting: Formation & orientation	<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>Form lower-case 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>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</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined as they begin to write with greater fluency</p>	<p>Write legibly and with increasing speed</p> <p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p>	<p>Write legibly, fluently and with increasing speed</p> <p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p>
Transcription Handwriting: Legibility, control & consistency	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</p>	<p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters</p>	<p>Increase the legibility and consistency of their handwriting [e.g. by ensuring that the spacing and size of letters is even]</p>	<p>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]</p>	<p>Make writing consistent and legible when writing with a range of implements</p>	<p>Choose the writing implement that is best suited for a task</p>