

# Writing Skills Progression Grid (Year 1 → Year 4)

## 1. Spelling

Skill	Year 1	Year 2	Year 3	Year 4
<b>Phonics / GPCs</b>	Use phonics to spell 44+ taught GPCs	Segment + represent phonemes	Apply Appendix 1 rules	Apply prefixes/suffixes using root words
<b>Common Exception Words</b>	Spell Y1 CEWs	Spell most Y1 + many Y2 CEWs	Spell Y3 list words	Spell Y4 list words
<b>Suffixes</b>	-s, -es, -ing, -ed, -er, -est	-ment, -ness, -ful, -less, -ly	Suffixes to multisyllabic words	Wide range; consistent
<b>Prefixes</b>	un-	—	super-, anti-, auto-	Wide range; confident
<b>Homophones</b>	Begin basic homophones	Spell some + distinguish near homophones	Wider range incl. heel/heal/he'll, whose/who's	Spell a wide range confidently
<b>Apostrophes / Possession</b>	—	Contractions + singular possession	Know plural vs possessive -s	Plural possession for nouns
<b>Dictionary Use</b>	—	—	Use first 2–3 letters to check	Use first 3 letters confidently

## 2. Handwriting

Skill	Year 1	Year 2	Year 3	Year 4
<b>Posture &amp; Grip</b>	Sit correctly; correct grip	As Y1	As Y1	As Y1
<b>Letter Formation</b>	Correct formation incl. capitals & digits	Correct size/orientation & spacing	Increased consistency & quality	Fully joined style; consistent slopes & spacing
<b>Joining</b>	—	Start to join some letters	Join consistently	Fluent, neat, consistent joins

<b>Automaticity</b>	Emerging fluency	Growing fluency	Increased consistency	Fully automatic; does not interrupt thinking
---------------------	------------------	-----------------	-----------------------	--

### 3. Composition

<b>Skill</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Idea Generation</b>	Say ideas aloud	Plan using key words/vocabulary	Discuss similar texts; record ideas	Analyse models; richer vocabulary & structures
<b>Oral Rehearsal</b>	Say sentences before writing	Say aloud before writing	Compose & rehearse (incl. dialogue)	Compose & rehearse with sophistication
<b>Purpose &amp; Audience</b>	Awareness of who & why	Write for different purposes	Organise ideas for text types	Wider range of genres & organisational choices
<b>Narrative Writing</b>	Sequence sentences into short narratives	Sustain narratives (personal/fiction)	Create settings, characters, plots	Paragraphs around a theme; cohesion
<b>Dialogue</b>	—	—	Inverted commas for direct speech	Full speech punctuation ("...", said ...) + new line
<b>Organisation</b>	—	Write for purpose	Headings & sub-headings	Wider organisational devices
<b>Simple/Varied Sentences</b>	Write simple sentences	Variety of sentence types	Increasing complexity	Wide range of structures
<b>Compound</b>	Join with 'and'	and, but	and, but, so, or, yet	Full range of coordinating conjunctions
<b>Complex</b>	—	because, so	when, if, because, although	ISAWAWABUB; identify main/sub clauses
<b>Re-reading</b>	Re-read for sense	Check punctuation & verb consistency	Check spelling/grammar/punct.	Check cohesion, clarity & accuracy

<b>Evaluating</b>	Discuss with teacher/friends	Evaluate with teacher/peers	Self-assessment	Self & peer assessment; suggest improvements
<b>Proofreading</b>	—	Simple corrections	Independent SPaG proofreading	Detailed SPaG + clarity edits

#### 4. Vocabulary, Grammar and Punctuation

<b>Skill</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Nouns</b>	Identify nouns	Use nouns effectively	Use determiners a/an	Choose precise nouns/pronouns for cohesion
<b>Pronouns</b>	—	—	Use pronouns accurately	Use possessive pronouns; avoid repetition
<b>Adjectives</b>	Use adjectives	Expanded noun phrases	Modify nouns with detail	Expanded noun phrases incl. prepositional detail
<b>Adverbs</b>	Begin simple adverbs	Use adverbs	Fronted adverbs	Fronted adverbials & adverbial phrases (time/place/cause)
<b>Verbs &amp; Tense</b>	Identify verbs; simple tense	Past/present mostly correct	Present perfect begins; standard forms begin	Standard English verb forms consistently
<b>Capital Letters</b>	Names, places, days, 'I'; sentence starts	Consistent	Secure	Secure
<b>. ! ?</b>	Begin to use . ? !	Use correctly	Secure	Secure
<b>Commas</b>	—	Lists	—	After fronted adverbials; for clarity
<b>Apostrophes</b>	—	Contractions + singular possession	Consolidate; plural vs possessive -s	Plural possession (dogs' collars)

## Speech

