



Writing- Transcription

Key Stage Two Progression of Skills

National Curriculum	Year 2	Year 3	Year 4	Year 5	Year 6	
	Children acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for writing. They write clearly, accurately, coherently, adapting their language and style in and for a range of contexts, purposes and audiences.					
	For more information on the National Curriculum click here (Year 3 and 4- page 33 and Year 5 and 6- page 41).					
	Year 2	Year 3	Year 4	Year 5	Year 6	
Spelling	Use knowledge of phonics and spelling patterns taught up to Phase 6 to write words including some polysyllabic words.	Use knowledge of phonics and spelling patterns taught up to year 3 to spell words.	Spell most words from the year 3 /4 statutory word list correctly.	Spell words with difficult spelling rules eg -ie- or -ei-; -ough.	Spell hyphenated words correctly.	
	Many words are correct and others are phonetically plausible.	Use understanding of word families, including root words.	Spell polysyllabic homophones or near homophones e.g. accept/ except, affect, effect.	Spell words with silent letters.	Spell most polysyllabic words with suffixes correctly.	
	Spell many of the Year 2 common exception words, contractions e.g. can't, didn't, hasn't, couldn't, it's, I'll and common homophones/ near homophones e.g. sea/see; their/there; here/hear; to/too/two.	Spell more unusual single-syllable homophones or near homophones e.g. great/ grate, rein/ reign.			Spell most words from the year 5/6 statutory word list correctly.	
		Spell some words from the Year 3/4 statutory word list correctly.				
	Nouns					
	Form nouns using suffixes such as –ment, -tion, –ness, –er.	Begin to form nouns using a range of prefixes (for example super–, anti–, auto–).	Understand grammatical difference between plural and possessive –s.	Begin to apply knowledge of nouns when differentiating between homophones, choosing suffixes (e.g. -ance/-ence).	To apply knowledge of nouns when differentiating between homophones, choosing suffixes.	
	Formation of nouns by compounding (e.g. whiteboard, superman)		Spell nouns using a range of prefixes eg super-, auto-, and anti-.			
			Start to add a wide range of suffixes to polysyllabic words eg -sion, -ous.			
	Verbs, adverbs and adjectives					
	Spell adjectives using suffixes such as –ful, –less	Spell word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble)	• For verbs where stress is on final syllable, root may need last consonant doubling before adding the suffix, (e.g. forget: forgetting, forgotten; begin: beginning, beginner; prefer: preferred).	Convert nouns and. adjectives into verbs using suffixes (for example, –ate; –ise; –ify).	Understand how words are related by meaning as synonyms and antonyms (for example, big, large, little).	
	Use the suffixes –er, –est in adjectives.	Spell words with 'negative' suffixes e.g. mis-, dis-.		Use verb prefixes (for example, dis–, de–, mis–, over– and re–).		
	Use –ly in Standard English to turn adjectives into adverbs.					
	Use knowledge of adjectives when making correct choice of spelling, e.g. adjectives which end in /l/sound are mostly spelt ‘-al’.					
	Standard English					

[Type here]

	Use some features of written Standard English.	Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (for example, a rock, an open box).	Use Standard English forms for verb inflections instead of local spoken forms (for example, we were instead of we was, or I did instead of I done).	Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	Know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (find out – discover; ask for – request; go in – enter)
	Make correct choice and consistent use of present tense and past tense throughout writing.				Levels of formality: The difference between structures typical of informal speech and structures appropriate for formal speech and writing (the use of question tags: He's your friend, isn't he?)
	Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.				Use subjunctive forms of verbs to show level of formality (e.g. If I were you. If he were rich).
	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	To follow the Letter-join approach of teaching.				
	Write all capital and lower-case letters and digits 0-9 with correct formation, orientation and correct size relative to one another.	Write legibly and consistently.	Maintain legible, joined handwriting throughout independent writing.	Make sensible choices about when to join or print letters, appropriate script style and which writing implement to use.	Use legible, consistent and fluent joined handwriting even when writing at speed.
	Use spacing between words that reflects the size of the letters.	Join handwriting, knowing which letters are best left unjoined.			
	Place letters on lines consistently and use the length of the whole line to write when appropriate.				
	Begin to join handwriting, knowing which letters are best left unjoined.				