



# Progression of Skills Writing



Big idea	Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	Planning		Plan simple sentences by saying out loud what the writing will be about. Orally compose a sentence before writing it and recognise sentence boundaries.	Develop a positive attitude and stamina for writing. Plan, draft and orally rehearse writing using key words and new vocabulary.	Plan using features of the given form. Plan, draft and orally rehearse writing, including selecting vocabulary and phrases to interest the reader.	Plan using features of the given form. Plan, draft and orally rehearse writing, including selecting vocabulary and phrases to engage and interest the reader.	Plan writing by identifying the audience and purpose of the writing. Select the appropriate form for writing.	Plan writing by identifying the audience and purpose of the writing.
	Drafting		Write down some key words or ideas, including some new vocabulary drawn from listening to books. Write short narratives ensuring that many sentences are sequenced accurately and some simple description is used Begin to link ideas or events by subject or pronoun	Write meaningful narratives selecting appropriate vocabulary, phrases and sentences that begin to show an awareness of the reader. Use conjunctions and pronouns to extend and link sentences	Start to use a varied and rich vocabulary and an increasing range of sentence structures. Create setting, characters and plot in narrative writing including a full sequence of events, dilemma/conflict and resolution. Create setting, characters and plot in narrative writing including consistent use of 1st or 3rd person. Create setting, characters and plot in narrative writing including some dialogue to show the relationship between two characters.	Enhance the effectiveness of writing through a varied and rich vocabulary, varied grammar and sentence structures. Create setting, characters and plot in narrative writing including: Using details to build character descriptions and evoke a response. Create setting, characters and plot in narrative writing including: Developing settings using adjectives and figurative language to evoke time, place and mood.	Demonstrate awareness of audience by using techniques such as recap, repetition of a catchphrase, humour; use dialogue imaginatively to entertain and engage the listener/reader. Adapt sentence length and vocabulary to change and enhance meaning. Develop setting, characters and plot in narrative writing: Use different ways to open the story. Add scenes, character, dialogue to a familiar story. Develop characterisation by showing the reader what characters say and do and how they feel and react at different points in the story.	Develop setting, characters and plot in narrative writing: Use dialogue to advance the action and/or reveal new information. Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel. Create convincing characters and gradually reveal more as the story unfolds, through the way they talk, act and interact with others.
	Evaluating, Editing and Proof-Reading		Check written work makes sense through rereading with other pupils and the teacher. Read work aloud clearly	Re-read writing to check for meaning and tense form. Evaluate effective use of word choice, grammar and punctuation in writing. (Some prompting may be required, including discussion with the teacher). Make appropriate additions, revisions and corrections when proofreading and editing (some prompting may be required, including discussion with the teacher). Read work aloud with appropriate intonation	Re-read writing to check for meaning and tense form. Begin to evaluate the effectiveness of own and others' writing, suggesting grammar and vocabulary improvements. Proofread for spelling and punctuation errors	Evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation. Make appropriate additions, revisions and corrections when proofreading and editing.	Evaluate the effectiveness of own and others' writing, suggesting grammar and vocabulary improvements including the accurate use of pronouns in sentences. Proofread for spelling and punctuation errors.	Make appropriate choices of grammar and vocabulary to clarify and enhance meaning. Use a dictionary and thesaurus to check word meaning and appropriateness. Summarise longer passages to clarify and enhance meaning. Evaluate writing and edit to make appropriate changes to grammar, vocabulary and punctuation including use of tense, subject - verb agreement and register, to enhance effects and clarify meaning. Proofread for spelling and punctuation errors.
	Spelling		Write from memory simple dictated sentences. Make phonically-plausible attempts to spell words that have not yet been learnt. Some words containing previously taught phonemes are spelt accurately (refer to spelling appendix and phonics programme used in school, e.g. Letters and Sounds). Some common exception words are spelt accurately (refer to spelling appendix and phonics programme used in school, e.g. Letters and Sounds). Days of the week are spelt accurately. Some accurate use of adding -s and -es for nouns and verbs (cats, foxes, runs, catches). Some accurate use of -ing, -ed, -er, -est where no change is needed to the root word. Some accurate use of the prefix 'un-' (e.g. untie, unhappy).	Write from memory simple dictated sentences. Make phonically-plausible attempts to spell words, spelling many correctly. Usually accurate spelling of simple monosyllabic and polysyllabic words including high frequency homophones (e.g. to, too, two/there, they're, their/floated/many/coat). Many common exception words are spelt accurately (refer to spelling appendix and phonics programme used in school, e.g. Letters and Sounds). Some words with contracted forms are spelt correctly e.g. don't, can't, I'll, didn't, I'm, it's. Some accurate use of the suffixes: -ing, -ed, -er, -est, -y where change is needed to the root word (nicer, nicest, shiny, running, dropped). Some accurate use of longer words formed by the addition of suffixes (-ment, -ness, -ful, -less, -ly). Some accurate use of adding -es to nouns and verbs ending in -y (flies, tries, babies, carries).	Most common exception words are spelt accurately. Write from memory simple dictated sentences - apply punctuation taught so far with some accurate spelling of words from Y3/4 word list. Some words from the Year 3 and 4 word list are spelt accurately. Some accurate use of suffixes and prefixes from the Year 3 /4 spelling appendix (e.g. -ly, -er, -ing, -sion, -tion, -cian, -sian, -ssion, -sure, -ture, super-, anti-, auto- ). A/an used accurately, e.g. a rock, an open book. Begin to use dictionaries (the first 2 or 3 letters of a word)	Write from memory sentences, dictated by the teacher, that include words and punctuation included in the Y3/4 word list. Spelling is mostly accurate, with only a few errors in more ambitious vocabulary choices (refer to spelling appendix for Years 3 and 4). Suffixes and prefixes are used mostly accurately (e.g. -or, -ous, -ation, dis-, mis-, in, im-, ir-, il-, re-, sub-, inter-). The full range of spelling rules and patterns, as listed in Appendix 1 for Years 3/4 are mostly accurate. Mostly accurate spelling of words from the Year 3 /4 wordlist. Use dictionaries efficiently	To know the full range of spelling rules and patterns, as listed in Appendix 1 for Years 3/4 To know some rules and patterns from appendix 1 for Years 5/6 are accurately applied, including: accurate spelling of some suffixes from appendix 1, Years 5/6 (e.g. -cial, -tial, -ant, -ance/-ancy, -ation, -ent, -ence/-ency, -fer). To know some rules and patterns from appendix 1 for Years 5/6 are accurately applied, including: accurate spelling of some common homophones and other words which are often confused. accurate spelling of words that are often misspelt, including most words from the Year 3/4 wordlist and some from the Year 5/6 word list in Appendix 1. Write from memory sentences, dictated by the teacher, that include words and punctuation included in the key stage 2 national curriculum.	The full range of spelling rules and patterns, as listed in Appendix 1 for Years 5/6, are mostly accurately applied, including: Accurate spelling of most prefixes and suffixes Accurate spelling of most words with silent letters. The full range of spelling rules and patterns, as listed in Appendix 1 for Years 5/6, are mostly accurately applied, including: Accurate spelling of most homophones and other words which are often confused. Accurate spelling of most words that need to be specifically learnt (see appendix). Write from memory sentences, dictated by the teacher, that include words and punctuation included in the key stage 2 national curriculum.
	Handwriting		Leave spaces between words. Some lower case letters are accurately formed, starting and finishing in the correct place. Many capital letters are mostly accurately formed. Digits 0-9 are mostly accurately formed. Hold a pencil comfortably and correctly.	Start joining letters and understand which letters are best left unjoined. Write capital letters, lower case letters and digits with correct size and orientation. Use spacing between words that reflects the size of the letters.	Use joined writing throughout their independent writing with greater consistency using diagonal and horizontal strokes.	Join handwriting throughout independent writing using diagonal and horizontal strokes with greater fluency	Handwriting is usually legible and fluent when writing at an increased speed, including appropriate choice of letter shape and whether or not to join letters (depending on personal style).	Legible, fluent handwriting is usually maintained when writing at efficient speed. This includes appropriate choice of letter shape; whether or not to join letters; and writing implement
	Vocabulary and Grammar		Combine words to make single clause sentence Use and to join words and clauses. Use capital letters for names of people, places and days of the week and the personal pronoun 'I'. Use finger spaces.	Use co-ordination (and, or, but) to write compound sentences. Some use of subordination (when, if, that, because) to write complex sentences. Use adjectives and adverbs to describe and specify some expanded noun phrases to add description and detail Use adjectives and adverbs to describe and specify some use of -ly to turn adjectives into adverbs Write statements, questions, exclamations and commands appropriately Use past and present tense mostly correctly throughout writing always correctly. Some use of verbs to mark actions in progress	Consistent use of a variety of sentences with different structures and functions. Simple, compound and complex sentences using a variety of conjunctions (when, before, after, while, so, because). Statements, questions, exclamations and commands to create an appropriate effect. Adverbs to express time, place and cause Prepositions to express time, place and cause Expanded noun phrases to add and description and detail. Use past and present tense appropriately and consistently throughout writing. Confidently use the progressive form of verbs and demonstrate some use of the present perfect form of verbs:	Writing demonstrates appropriate use of: nouns and noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Writing demonstrates appropriate use of: Fronted adverbials to vary sentence structure (later that day, I heard the bad news). Writing demonstrates appropriate use of: Standard English forms for verb inflections instead of local forms Writing demonstrates appropriate use of: The grammatical difference between plural and possessive s. Some use of determiners to give more detail about nouns	Writing demonstrates appropriate use of: Some evidence of noun phrases conveying complicated information with greater precision including some repetition of noun phrases for specification Writing demonstrates appropriate use of: Relative clauses beginning with who, which, where, when, whose or that to add detail or description Standard English forms for verb inflections instead of local forms Adverbs to indicate degrees of possibility Modal verbs to indicate degrees of possibility	Writing demonstrates appropriate use of: Expanded noun phrases, adverbs and preposition phrases to convey complicated information concisely and to add detail including some repetition of noun phrases, Relative clauses using a wide range of relative pronouns or an omitted pronoun to clarify and explain relationships between ideas, Varied verb forms used effectively in all written work: progressive, simple past, present, future and perfect form, Vocabulary and grammatical choices to suit both formal and informal situations Modal verbs and adverbs to indicate degrees of possibility, probability and certainty, The passive voice to affect the presentation of information



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				Variety of verb forms used correctly and consistently (past and present tense, progressive and present perfect).		
<b>Punctuation</b>	Use full stops to end sentences. Begin to use question marks and exclamation marks	To use the full range of punctuation taught at key stage 1 mostly correctly including: <ul style="list-style-type: none"> <li>capital letters,</li> <li>full stops,</li> <li>question marks,</li> <li>exclamation marks,</li> <li>commas to separate lists,</li> <li>apostrophes to mark singular possession and contractions.</li> </ul>	To use the full range of punctuation from previous year groups. To punctuate direct speech accurately, including the use of inverted commas.	To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. To consistently use apostrophes for singular and plural possession.	To use commas consistently to clarify meaning or to avoid ambiguity. To use brackets, dashes or commas to indicate parenthesis.	To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of: <ul style="list-style-type: none"> <li>semi- colons,</li> <li>dashes,</li> <li>colons,</li> <li>hyphens</li> <li>bullet points</li> <li>when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</li> </ul>
<b>Structuring and Organising Texts</b>			Sequence ideas or events maintaining writing form, e.g. bullet points for instructions, headings for an information text. Demonstrate some awareness of purpose through selection of relevant content. Group related ideas in paragraphs. In narrative, write an opening paragraph and further paragraphs for each stage. Sequence ideas or events and use adverbs and prepositions.	Use paragraphs to organise information and ideas around a theme. Use paragraphs to organise and sequence more extended narrative structures. Use different ways, including fronted adverbials, to introduce or connect paragraphs. Use simple organisational devices, including headings and sub-headings to aid presentation. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Use paragraphs to organise more complex information and narrative (in narrative, split into several paragraphs relating to story structure.). Use a wide range of devices to build cohesion within a paragraph (then, after that, this, firstly...).	Use paragraphs to develop and expand some ideas, descriptions, themes or events in depth. Use a range of cohesive devices to link ideas within and across paragraphs (including repetition of a word or phrase; grammatical connections, such as adverbials and ellipsis). Precise longer passages appropriately. Use a range of organisational and presentational devices, including the use of columns, bullet points and tables, to guide the reader. Use appropriate choice of tense to support whole text cohesion and coherence.
<b>Terminology</b>	To recognise and use the terms: <ul style="list-style-type: none"> <li>letter,</li> <li>capital letter,</li> <li>word,</li> <li>singular,</li> <li>plural,</li> <li>sentence,</li> <li>punctuation,</li> <li>full stop,</li> <li>question mark,</li> <li>exclamation mark.</li> </ul>	To recognise and use the terms: <ul style="list-style-type: none"> <li>noun,</li> <li>noun phrase,</li> <li>statement,</li> <li>question,</li> <li>exclamation,</li> <li>command,</li> <li>compound,</li> <li>suffix,</li> <li>adjective,</li> <li>adverb,</li> <li>verb,</li> <li>present tense,</li> <li>past tense,</li> <li>apostrophe,</li> <li>comma.</li> </ul>	To recognise and use the terms: <ul style="list-style-type: none"> <li>preposition,</li> <li>conjunction,</li> <li>word family,</li> <li>prefix,</li> <li>clause,</li> <li>subordinate clause,</li> <li>direct speech,</li> <li>consonant,</li> <li>consonant letter,</li> <li>vowel,</li> <li>vowel letter,</li> <li>inverted commas (or speech marks).</li> </ul>	To recognise and use the terms <ul style="list-style-type: none"> <li>determiner,</li> <li>pronoun,</li> <li>possessive pronoun,</li> <li>adverbial.</li> </ul>	To recognise and use the terms: <ul style="list-style-type: none"> <li>modal verb,</li> <li>relative pronoun,</li> <li>relative clause,</li> <li>parenthesis,</li> <li>bracket,</li> <li>dash,</li> <li>cohesion,</li> <li>ambiguity.</li> </ul>	To recognise and use the terms: <ul style="list-style-type: none"> <li>subject,</li> <li>object,</li> <li>active,</li> <li>passive,</li> <li>bracket,</li> <li>antonym,</li> <li>ellipsis,</li> <li>hyphen,</li> <li>colon,</li> <li>semi-colon,</li> <li>bullet points.</li> </ul>