

Progression of Skills in Writing

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	<ul style="list-style-type: none"> * Develop manipulation and control. *Explore different materials and tools. *Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. 	<ul style="list-style-type: none"> *Use spacing between words *Form lower-case letters of the correct size relative to one another in some of their writing *Form lower-case letters in the correct direction, starting and finishing in the right place *Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters 	<ul style="list-style-type: none"> *Use spacing between words that reflects the size of the letters *Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters 	<ul style="list-style-type: none"> *Use the diagonal and horizontal strokes that are needed to join letters *Use neat, joined handwriting consistently 	<ul style="list-style-type: none"> *Use neat, joined handwriting consistently 	<ul style="list-style-type: none"> * Maintain legibility in joined handwriting when writing at speed 	<ul style="list-style-type: none"> *Maintain legibility in joined handwriting when writing at speed
Spelling	<ul style="list-style-type: none"> *Hears and says the initial sound in words. *Links sounds to letters, naming and sounding the letters of the alphabet *Use their phonic knowledge to write words which match their spoken sounds *Write some irregular common words *Write some words spelt correctly *Name the letters of the alphabet 	<ul style="list-style-type: none"> *Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others *Spell most Year 1 common exception words *Use -s and -es to form regular plurals correctly *Use suffixes -ing, ed, -er and -est to change root words where no change is required to the root word mostly correctly *Spell most words with prefixes correctly - un 	<ul style="list-style-type: none"> *Spell many common exception words *Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others 	<ul style="list-style-type: none"> *Spell many Y3/4 homophones correctly *Spell common homophones correctly *Spell most words with prefixes and suffixes correctly dis- re- in- mis- sub- -ful -less -ly ment -ness *Spell many words correctly from the Y3/4 statutory spelling word list 	<ul style="list-style-type: none"> *Spell most Y3/4 homophones correctly *Spell all words with prefixes and suffixes correctly il- auto- super- inter- anti- -ation -ous *Use a dictionary to check the spelling of uncommon or more ambitious vocabulary *Spell most words correctly from the Y3/4 statutory spelling word list 	<ul style="list-style-type: none"> *Spell some words with silent letters correctly *Spell most Year 5/6 homophones correctly *Spell most words with prefixes and suffixes correctly *Spell most words correctly from the Year 5/6 statutory word list 	<ul style="list-style-type: none"> *Spell correctly most words from the year 5 / year 6 spelling list,

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<p>Punctuation</p>	<p>* Punctuate a simple sentence that can be read by others and includes a capital letter and full stop</p>	<p>*Use capital letters to demarcate the beginning of some sentences *Use full stops to demarcate the end of some sentences *Use capital letters for some proper nouns *Use exclamation marks or question marks to demarcate the end of some sentence</p>	<p>*Demarcate most sentences in their writing with capital letters *Demarcate most sentences in their writing with full stops *Use question marks correctly when required</p>	<p>*Use capital letters, *Full stops, *Question marks, *Exclamation marks, *Commas for lists, *Commas to demarcate adverbs *Apostrophes for omission and singular possession *Inverted commas for direct speech *Use speech punctuation mostly correctly</p>	<p>*Use the basic punctuation taught at Key Stage 1 mostly correctly; capital letter, full stops, question marks, exclamation marks *Use all speech punctuation correctly *Use apostrophes for plural possession with increasing confidence *Use apostrophes to show omission or singular possession *Use commas for lists and to demarcate fronted adverbials *Use commas to indicate a relative clause in a sentence *Show variation in speech punctuation</p>	<p>*Use speech punctuation for split speech correctly *Show variation in speech punctuation</p>	<p>*Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</p>
<p>Context for writing and planning</p>	<p>*Invent, adapt and recount narratives and stories with peers and teachers. *Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary</p>	<p>*Write sentences that are sequenced to form a short narrative (real or fictional) *Say out loud what they are going to write about *Compose a sentence orally before writing it</p>	<p>*Write simple, coherent narratives about personal experiences and those of others (real or fictional) *Write about real events, recording these simply and clearly *Plan or say out loud what they are going to write about</p>	<p>*Write for a range of purposes *In narratives, describe settings and characters Begin to plan their writing by discussing and recording ideas on a variety of proformas</p>	<p>*Write effectively and cohesively for different purposes, engaging the reader and establishing a viewpoint *Write an effective and accurate character description or setting using prepositional phrases. Continue to plan their writing by discussing and recording ideas on a wider variety of proformas</p>	<p>*Write effectively and cohesively for different purposes, engaging the reader and establishing a viewpoint as the writer by commenting on characters and / or events *Effectively describe characters and settings, maintaining a mood or atmosphere *Discuss and develop a variety of initial ideas in order to plan before writing – choosing the most appropriate ideas to develop</p>	<p>*Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader e.g. the use of the first person in a diary; *Direct address in instructions and persuasive writing *In narratives, describe settings, characters and atmosphere *Use discussion effectively to develop ideas and language before and during writing</p>
<p>Grammar</p>	<p>*Articulate their ideas and thoughts in well-formed sentences. *Connect one idea or action using conjunctions such as 'and' and 'because'</p>	<p>*Use the sequence of existing stories *Use sequencing language that may be modelled by the teacher, e.g. first, then, after that</p>	<p>*Use present and past tense mostly correctly and consistently</p>	<p>*Use paragraphs *In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. technical language, headings, sub-headings, bullet points)</p>	<p>*In non-narrative: use a topic sentence to introduce a paragraph, *Use accurate technical language to suit the requirement of the text, *Sustain cohesive writing across paragraphs in a text using increasingly accurate language choices</p>	<p>*In non-narrative: use a topic sentence to introduce a paragraph, use accurate technical language to suit the requirement of the text, use informative organisational devices (e.g. headings,</p>	<p>*Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately e.g. using contracted forms in dialogues in narrative;</p>

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		<p>*Use some features of different text types</p> <p>*In narrative: include story language, e.g. Once upon a time, One day, repeated refrains</p> <p>*In non-narrative: include a simple opening and concluding statement, sequencing language, e.g. first, next</p>		<p>*Sustain writing across a whole text using appropriate language choices</p> <p>*Show consistent and correct use of tense throughout a piece of writing</p>	<p>*Use informative organisational devices (e.g. headings, sub headings, captions, bullet points)</p>	<p>subheadings, captions, bullet points)</p> <p>*In narrative: write stories with a clear structure (including a beginning, build-up, resolution etc.) using paragraphs appropriately</p> <p>*Sustain cohesive writing within and across paragraphs, using increasingly accurate language choices</p> <p>*Maintain the correct level of formality in narrative, dialogue, letters, diaries, news reports etc.</p>	<p>*Integrate dialogue in narratives to convey character and advance the action</p> <p>*Use verb tenses consistently and correctly throughout their writing</p> <p>*Use a range of devices to build cohesion within and across paragraphs e.g. conjunctions,</p>
	*Letter, word, capital letter, full stop	*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, past tense, present tense, apostrophe, comma	*Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas	*Determiner, pronoun, possessive pronoun, adverbial, fronted adverbial	*Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	*Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semicolon, bullet points
Vocabulary	* Use new vocabulary in different contexts	<p>*Use adjectives to describe</p> <p>*Write sentences using the conjunction and to join clauses</p> <p>*In non-narrative: include a simple opening and concluding statement, sequencing language, e.g. first, next</p> <p>*In narrative: include story language, e.g. Once upon a time, One day, repeated refrains</p> <p>*Use sequencing language that may be modelled by the teacher, e.g. first, then, after that</p>	<p>*Use co-ordination (e.g. or / and / but) to join clauses</p> <p>*Use some subordination (e.g. when / if / that / because) to join clauses</p> <p>*Use precise adjectives in noun phrases</p> <p>*Use the present perfect verb form</p> <p>*Use a or an correctly</p>	<p>*Sustain writing across a whole text using appropriate language choices</p> <p>*Use more than one clause and a range of conjunctions to extend sentences for/so (coordinating) although/before/since/while (subordinating)</p> <p>*Use a variety of sentence openers</p> <p>*Show simple cohesion within sentences using pronouns and proper nouns</p>	<p>*Use accurate technical language to suit the requirement of the text,</p> <p>*Consistently use a wide range of sentences with varying conjunctions that have more than one clause for/so/yet (coordinating) although/before/since/while/as/after (subordinating)</p> <p>*Vary sentence structure by using fronted adverbials</p> <p>*Use precise adjectives for description regularly in expanded noun phrases</p>	<p>*Carefully chosen verbs</p> <p>*Suitable adjectives, expanded noun phrases and adverbials</p> <p>*Figurative language, e.g. similes, metaphors and personification</p> <p>*Use nouns and pronouns to avoid repetition</p> <p>*Mostly correct use of coordinating conjunctions, e.g. for, and, nor, but, or, yet, so</p> <p>*Mostly correct use of a range of subordinating conjunctions, e.g. when, if, because, although,</p>	

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						<p>before, since, while, as, after</p> <p>*Vary sentence structure in a variety of ways, e.g. use of fronted adverbials</p> <p>*Use precise adjectives for description regularly in expanded noun phrases and prepositional phrases</p> <p>*Use a relative clause to effectively support a main clause</p>	
Editing	<p>*re-read what they have written to check that it makes sense and discuss with teacher.</p>	<p>*Discuss what they have written with the teacher or other pupils</p> <p>*Re read what they have written to check that it makes sense and make changes if not</p>	<p>*Evaluate their writing with the teacher and other pupils</p> <p>*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</p> <p>*proof-read to check for errors in spelling, grammar and punctuation</p>	<p>*Evaluate own and others' writing – with direction</p> <p>*re-read and check own writing against agreed criteria linked to spelling, grammar, punctuation and vocabulary</p> <p>*Make changes to their own writing following a re read</p>	<p>*Evaluate own and others' writing making suggestions for improvements including content, grammar and vocabulary</p> <p>*Proof read, edit and revise their own work</p>	<p>*Evaluate own and others' writing: proofread, edit and revise – making changes which clarify descriptions and meaning</p> <p>*proof-read to ensure consistent and correct use of tense through a piece of writing; accurate spelling and punctuation</p>	<p>*Evaluate own and others' writing: proofread, edit and revise – making assured changes to enhance effects and clarify meaning</p> <p>*proof-read to ensure correct subject and verb agreement when using singular and plural – distinguishing between the language of speech and writing</p>