Writing – Skills Progression

Purpose and Composition ** Progression from Y3-4 then Y5-6 will be seen in new year group content applied.*						
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Writing Purposes			Writes coherently for purpose and a reader. Writes to entertain, inform and persuade.	Writes coherently for purpose and a reader. Writes to entertain, inform and persuade.	Writes effectively for purpose and audience. Write to entertain, inform, persuade and discuss.	Writes effectively for purpose and audience. Write to entertain, inform, persuade and discuss.
Narrative Writing	Sequence sentences to form short narratives	Develop positive attitudes towards and stamina for writing by: • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry	In narratives, creating settings, characters and plot	In narratives, creating settings, characters and plot	In narratives, creates settings, character and atmosphere	In narratives, creates settings, character and atmosphere
Non-Narrative Writing			In non-narrative writing, uses headings and subheadings to aid presentation	In non-narrative writing, uses headings and subheadings to aid presentation	In non-narrative writing, uses heading, subheadings, columns, bullets or tables and diagrams to structure text	In non-narrative writing, uses heading, subheadings, columns, bullets or tables and diagrams to structure text
Reading Aloud	Read their writing aloud, clearly enough to be heard by their peers and the teacher	Read aloud what they have written with appropriate intonation to make the meaning clear	Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear **Progress from Y3-4 will be seen in complexity of text*	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear **Progress from Y5-6 will be seen in complexity of text*
Paragraphs			Uses paragraphs to group related material	Uses paragraphs to group related material	Uses paragraphs to indicate change of time, place, setting or topic.	Uses paragraphs to indicate change of time, place, setting or topic.
Vocabulary, Voice and Formality of Speech			Progressively build a varied and rich vocabulary, applying words they have been taught in lessons.	Progressively build a varied and rich vocabulary, applying words they have been taught in lessons or through class books.	Progressively build a varied and rich vocabulary, drawing on words they have been taught in class and through books they have read independently. Make selections which show good awareness of the reader and are appropriate to the purpose of the text.	Continue to build and develop a varied and rich vocabulary, making selections which show good awareness of the reader and purpose of the text. Use vocabulary and structures typical of informal and formal speech and writing, including: • Vocabulary: find out – discover, ask for – request, go in – enter • Question tags e.g. He's your friend, isn't he? • Subjunctive forms such as 'If I were' or 'Were they' to come. Use passive voice to affect the presentation of information e.g. I broke the window vs The window was broken (by me).

The Writing Process ** Progression across year groups is evident in the amount of freedom pupils have in planning and the content applied to their writing.*						
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Planning	Write sentences by saying out loud what they are going to write about	Consider what they are going to write before beginning by: • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence	Plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas	Plan their writing by: • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas	Plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	Plan their writing by: • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Drafting and Writing			Draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	Draft and write by: • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings]	Draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	Draft and write by: • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
Editing	Re-read what they have written to check that it makes sense	Make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)	Evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors • Use the first 2 or 3 letters of a word to check its spelling in a dictionary	Evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors • Use the first 2 or 3 letters of a word to check its spelling in a dictionary	Evaluate and edit by: • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	Evaluate and edit by: • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register

					• proofread for spelling and punctuation errors • Use dictionaries to check the spelling and meaning of words (first 3 or 4 letters) • Use a thesaurus	• proofread for spelling and punctuation errors • Use dictionaries to check the spelling and meaning of words (first 3 or 4 letters) Use a thesaurus

Grammar						
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Cohesion			Build cohesion within and across sentences using: • Grammatically correct sentences • Consistent application of tense	Build cohesion within and across sentences using: • Pronouns and nouns (adds clarity and avoids repetition).	Build cohesion within and across paragraphs using: • Adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) • Tense choices e.g. he had seen her before	Build cohesion within and across paragraphs using a wider range of devices, including: • Repetition of a word or phrase • Grammatical connections e.g. adverbials such as 'on the other hand', 'in contrast' or 'as a consequence'. • Ellipsis
Phrases and clauses **Some of these features are also used to aid cohesion*	Write' compound' sentences, joining words and clauses using 'and'	Write multi-clause sentences using subordinating conjunctions (e.g. when, if, that, because) and coordinating conjunctions (e.g. or, and, but). Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon. Use adverbs ending in the suffix –ly to express manner	**Features used to develop sophistication of phrases and clauses:** Write multi-clause sentences using a wider range of conjunctions, which are sometimes in varied positions within sentences. Use subordinate clauses. Use adverbs to express time, place and cause e.g. then, next, soon, thereafter. Use prepositions to express time, place and cause e.g. before, after, during, in, because of.	**Features used to develop sophistication of phrases and clauses:** Expand nouns phrases by adding modifying adjectives, nouns and preposition phrases e.g. the strict Maths teacher with curly hair. Use fronted adverbials.	**Features used to develop sophistication of phrases and clauses:** Use expanded noun phrases to convey complicated information concisely Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun Use modal verbs to indicate degrees of possibility e.g. might, should, will, must Use adverbs to indicate degrees of possibility e.g. perhaps, surely	**Apply all features of 'Phrases and Clauses' from previous years.** Manipulate multi-clause sentences for effect and select grammatical structures that reflect what the writing requires.
Tenses and Correct Sentence Construction		Consistently use present and past tense throughout writing. Use progressive form of verbs in the present and past tense e.g. she is drumming, he was shouting. Use the four sentences types: statement, question, command and exclamation	Use the present perfect form of verbs instead of simple past e.g. He has gone out to play vs He went out to play. Use 'a' and 'an' appropriately.	Use Standard English forms of verb inflections instead of local spoken forms e.g. we were vs we was.	Use the perfect form of verbs to mark relationships of time and cause	Use verb tenses consistently and correctly throughout writing, selecting appropriate forms. Consistent use of Standard English.

Punctuation – Pupils should select and apply these appropriately, as required by the text type and purpose

** Features highlighted are 'non-negotiables'. These will appear in every year group assessment grid and are expected to be evident in every piece of writing.*

Progression in punctuation is evident in the range of punctuation included and application of new content for each year group.						
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Word Spacing	Use 'finger spaces' to separate words	Use spacing between words that reflects the size of the letters				
Capital Letters	Begin to use capital letters to demarcate sentences, for names of people, places and days of the week, and for the person pronoun 'I'	Mostly correct use of capital letters to demarcate sentences, for proper nouns, and for the person pronoun 'I'	Mostly correct use of capital letters to demarcate sentences, for proper nouns, and for the person pronoun 'I'	Mostly correct use of capital letters to demarcate sentences, for proper nouns, and for the person pronoun 'I'	Consistently correct use of capital letters to demarcate sentences, for proper nouns, and for the person pronoun 'I'	Consistently correct use of capital letters to demarcate sentences, for proper nouns, and for the person pronoun 'I'
Full Stops	Begin to use full stops	Mostly correct use of full stops	Mostly correct use of full stops	Mostly correct use of full stops	Consistently correct use of full stops	Consistently correct use of full stops
Exclamation and Question Marks	Begin to use exclamation marks and question marks to demarcate sentences		Use exclamation marks and question marks to demarcate sentences where appropriate.	Use exclamation marks and question marks to demarcate sentences where appropriate.	Use exclamation marks and question marks to demarcate sentences where appropriate.	Use exclamation marks and question marks to demarcate sentences where appropriate.
Commas		Use commas to separate items in a list	Use commas to separate items (inc phrases) in a list, e.g. He wore an orange hat, a blue jacket with two buttons missing and a sparkling, red bow tie (applied from Y2)	Use commas after fronted adverbials	Uses commas to indicate parenthesis (see below), clarify meaning or avoid ambiguity	Use of **colon** to introduce a list and use of **semi-colons** within lists
Apostrophes		Use apostrophes for contraction and singular possession	Consistently use apostrophes for contraction and singular possession (applied from Y2)	Use apostrophes for plural possession (regular and irregular plurals e.g. girls', children's)	Use apostrophes for plural possession (regular and irregular plurals e.g. girls', children's)	Use apostrophes for plural possession (regular and irregular plurals e.g. girls', children's)
Direct Speech			Use inverted commas to punctuate direct speech. Other speech punctuation does not have to be used at this stage.	Use inverted commas and other punctuation to indicate direct speech.	Integrate dialogue to convey character and advance the action.	Integrate dialogue to convey character and advance the action. Standard and non-standard English used to convey character.
Brackets, dashes, colon and semi-colons					Uses **brackets, dashes** or commas to indicate parenthesis	Use of **semi-colon, colon** or dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up
Hyphens						**Hyphens** to avoid ambiguity e.g Man eat shark vs man-eating shark, recover vs re-cover
Bullet Points						**Bullet points** to list information

Key Grammar and Punctuation Vocabulary						
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Vocabulary	Use and understand: Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	Use and understand: Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma	Use and understand: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas (or 'speech marks')	Use and understand: determiner, pronoun, possessive pronoun, adverbial	Use and understand: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	Use and understand: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

	Phonics and Spelling					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Phonics, Morphology and Etymology	Spell words containing each of the 40+ phonemes already taught	Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of	Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of	Spell words that they have not yet been taught by using what they have	Spell words that they have not yet been taught by using what they have

	Name the letters of the alphabet Use letter names to distinguish between alternative spellings of the same sound	Learn new ways of spelling phonemes for which 1 or more spellings are already known	spelling for their year group, such as morphology and etymology.	spelling for their year group, such as morphology and etymology.	learnt about how spelling works in English. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.	learnt about how spelling works in English. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.
Common Exception and High Frequency Words	Spell Year 1 Common Exception Words and first 50 High Frequency Words Spell days of the week	Spell Year 2 Common Exception Words and First 100 High Frequency Words	Spell 50% of words which are often misspelt (Year 3 and 4 Word List)	Spell words which are often misspelt (Year 3 and 4 Word List)	Spell 50% of words which are often misspelt (Year 5 and 6 Word List)	Spell words which are often misspelt (Year 5 and 6 Word List)
Spelling Rules	Apply simple spelling rules and guidance for Year 1, as listed in English appendix 1	Apply simple spelling rules and guidance for Year 2, as listed in English appendix 1	Apply spelling rules and guidance for Year 3 and 4, as listed in English appendix 1	Apply spelling rules and guidance for Year 3 and 4, as listed in English appendix 1	Apply spelling rules and guidance for Year 5 and 6, as listed in English appendix 1	Apply spelling rules and guidance for Year 5 and 6, as listed in English appendix 1
Spelling in Sentences **Progression is evident in content of sentences dictated and application of spelling rules from each year group.*	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	Write from memory complex sentences, dictated by the teacher, that include words and punctuation taught so far	Write from memory complex sentences, dictated by the teacher, that include words and punctuation taught so far

Handwriting						
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Positioning	Sit correctly at a table, holding a pencil comfortably					
Formation, consistency, shape and speed	Begin to correctly form lower-case letters in the correct direction, starting and finishing in the right place Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways)	Form lower-case letters of the correct size relative to one another 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	Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] 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	Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] 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	Write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task	Write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task
Capital Letters and Digits	Form capital letters and digits 0-9	Write capital letters and digits of the correct size, orientation and				

		relationship to one another and to lower-case letters				