



## Writing Progression of Skills

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition: Purpose and Audience						
Write a simple sentence that can be read by themselves and others	Choose to write for a variety of purposes and in a variety of contexts.	Write about real events, recording these simply and clearly	Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing	Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing	Write for a range of purposes and audiences, selecting language that shows some awareness of the reader (e.g. simplifying vocabulary for a young audience; maintaining impersonal language in a more formal information text)	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)
	Sequence sentences to form a short narrative or piece of information writing	Write simple, coherent narratives about personal experiences and those of others (real or fictional)	In narrative create simple settings, characters and plot	Write narratives with a clear plot, and describe settings and characters	In narratives, describe settings, characters and begin to develop atmosphere ('show not tell')	In narratives, describe settings, characters and atmosphere



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			Begin to use direct speech within narratives	Make effective choices about using direct speech within narratives	Use dialogue in narratives to convey character or advance the action	Integrate dialogue in narratives to convey character and advance the action
				Use pronouns and nouns within and across sentences to aid cohesion and avoid repetition	Secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition	Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
			Write using a rich and varied vocabulary	Write using a rich and varied vocabulary appropriate to purpose and form		
			Use paragraphs as a way of grouping related material	Use paragraphs to organise ideas around a theme, e.g. making use of topic sentence in non-narrative	In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)	



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	Re-read and check writing makes sense	Make simple additions, revisions and proof-reading corrections to their own writing	Evaluate the effectiveness of writing and suggest improvements  Proofread for spelling and punctuation	Make choices in drafting and revising writing, showing understanding of how these enhance meaning  Proof read for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use)
<h3>Grammar</h3>				
		Write different types of sentences – statements, commands, questions and exclamatory sentences	Express time, place, cause and enhance cohesion using adverbs and prepositions, including prepositional phrases	Link ideas using adverbials of time, place and number  Use modals and adverbs to indicate possibility.  Use passive verbs to affect how information is presented  Use modal verbs to suggest degrees of possibility).



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	Combine words to form grammatically accurate sentences	Use present and past tense mostly correctly and consistently	Use present and past tense correctly, including use of the present perfect instead of the simple past.	Make accurate use of present and past tense including simple, progressive and perfect forms  Use Standard English verb inflections, instead of local dialect forms ( <i>we were</i> instead of <i>we was</i> ; <i>I did</i> instead of <i>I done</i> ).	Use a range of verb forms, particularly the perfect, to mark relationships of time and cause  Link ideas using tense choices (e.g. he had seen her before instead of he saw her before).	Use verb tenses consistently and correctly throughout their writing
	Join words and clauses using 'and'	Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses	Write a range of sentences with more than one clause by using a wider range of conjunctions		Use a range of clause structures, sometimes varying their position within in the sentence for effect	Convey complicated information concisely by using pre- and post-modification of nouns, including relative clauses



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		Add description and specification through the use of expanded noun phrase		Add detail and precision through expanding noun phrases		
Punctuation						
	Demarcate many sentences with capital letters and end punctuation  Use capital letters for names and the personal pronoun 'I'	Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required	Demarcate sentences accurately throughout using capital letters, end punctuation	Demarcate sentences accurately throughout using capital letters and end punctuation	Demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech	Use the range of punctuation taught at key stage 2 mostly correctly
			Use commas in a list	Use commas after fronted adverbials	Use punctuation to ensure meaning is clear, particularly commas for clarity	Indicate parenthesis using brackets, commas or dashes



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			Use apostrophes for contraction and singular possession	Use apostrophes correctly (contraction, singular and plural possession).		
<b>Transcription</b>						
Spell words by identifying sounds in them and representing the sounds with a letter or letters	<p>Spell many Year 1 common exception words</p> <p>Spell many words with simple suffixes and prefixes correctly</p>	Spell many common exception words	<p>Spell correctly words that have been previously taught, including</p> <ul style="list-style-type: none"> <li>• common exception words from KS1</li> <li>• previously taught homophones</li> <li>• those with known prefixes and suffixes</li> </ul> <p>Use and spell correctly most words from the Year 3 / Year 4 spelling list</p>	<p>Spell correctly words that have been previously taught, including Common exception words from KS1, Year 3/4 statutory words and previously taught homophones</p> <p>Use and spell correctly many words from the Year 5 / Year 6 spelling list</p>	Spell correctly most words from the Year 5 / Year 6 spelling list	



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	Use phonic knowledge and skills from FS and Year 1 to spell phonemically regular words correctly and make phonically-plausible attempts at others	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others	Use phonic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly	Use phonic knowledge and morphology to make good attempts at, and check the spelling of, unknown words	Make good attempts at, and check the spelling of, some uncommon or more ambitious vocabulary	Use a dictionary to check the spelling of uncommon or more ambitious vocabulary
Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases	Form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters and digits 0-9	Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters				
Write recognisable letters, most of which are correctly formed	Separate words with spaces	Use spacing between words that reflects the size of the letters	Use joined up writing consistently and independently	Use joined up writing consistently, independently and fluently	Maintain legibility in joined handwriting when writing at speed	