



Writing - Progression of Skills

		Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
		Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Composition	Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> ▪ Say, and hold in memory whilst writing, simple sentences which make sense. ▪ Write simple sentences that can be read by themselves and others. ▪ Separate words with finger spaces. ▪ Punctuate simple sentences with capital letters and full stops. ▪ Use capital letter for the personal pronoun. ▪ Use capital letters for names of people, places and days of the week. ▪ Identify and use question marks and exclamation marks. ▪ Use simple connectives to link ideas e.g. <i>and</i>. ▪ Pluralise nouns using 's' and 'es' e.g. <i>dog, dogs; wish, wishes</i>. ▪ Add suffixes to verbs where no spelling change is needed to the root word e.g. <i>helping, helped, helper</i>. <p>Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>.</p>	<ul style="list-style-type: none"> ▪ Say, write and punctuate simple and compound sentences using the connectives <i>and, but</i> and <i>or</i>. ▪ Use sentences with different forms: statement, question, command, exclamation. ▪ Use commas to separate items in a list. ▪ Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll</i>. ▪ Use subordination for time e.g. <i>When we had finished our writing, we went out to play. We went out to play when we had finished our writing. Other time connectives: while, as, before, after</i>. ▪ Use subordination for reason e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat. Other reason connectives: so, if, then, for, unless</i>. ▪ Select, generate and effectively use verbs. ▪ Use past tense for narrative, recount (e.g. <i>diary, newspaper report, biography</i>) historical reports. ▪ Use present tense for non-chronological reports and persuasive adverts. ▪ Select, generate and effectively use nouns. ▪ Add suffixes <i>ness</i> and <i>er</i> to create nouns e.g. <i>happiness, sadness, teacher, baker</i>. ▪ Select, generate and effectively use adjectives. ▪ Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless</i>. ▪ Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest</i>. ▪ Use suffix <i>ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully</i>. 	<ul style="list-style-type: none"> ▪ Explore and identify main and subordinate clauses in complex sentences. ▪ Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, while, since, after, before, so, although, until, in case</i>. ▪ Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond</i>. ▪ Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, eventually</i>. ▪ Use inverted commas to punctuate direct speech (speech marks). ▪ Use perfect form of verbs using <i>have</i> and <i>had</i> to indicate a completed action e.g. <i>I have washed my hands. We will have eaten our lunch by the time Dad arrives. Jack had watched TV for over two hours!</i> ▪ Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box</i>. ▪ Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary. ▪ Explore and collect words with prefixes <i>super, anti, auto</i>. 	<ul style="list-style-type: none"> ▪ Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain</i>. ▪ Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action</i>. ▪ Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled</i>. ▪ Use commas to mark clauses in complex sentences. ▪ Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o'clock."</i> ▪ Identify, select and effectively use pronouns. ▪ Explore, identify, collect and use noun phrases e.g. <i>The crumbly cookie with tasty marshmallow pieces melted in my mouth</i>. ▪ Explore, identify and use Standard English verb inflections for writing e.g. <i>We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it</i>. ▪ Use apostrophes for singular and plural possession e.g. <i>the dog's bone and the dogs' bones</i>. 	<ul style="list-style-type: none"> ▪ Create complex sentences by using relative clauses with pronouns <i>who, which, where, whose, when, that</i> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The robberies, which had taken place over the past month, remained unsolved</i>. ▪ Create and punctuate complex sentences using <i>ed</i> openers. ▪ Create and punctuate complex sentences using <i>ing</i> openers. ▪ Create and punctuate complex sentences using simile starters. ▪ Demarcate complex sentences using commas and explore ambiguity of meaning. ▪ Explore, collect and use modal verbs to indicate degrees of possibility e.g. <i>might, could, shall, will, must</i>. ▪ Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, subsequently</i>. ▪ Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly</i>. ▪ Identify and use brackets and dashes ▪ Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs. ▪ Investigate verb prefixes e.g. <i>dis-, re-, pre-, mis-, over-</i>. 	<ul style="list-style-type: none"> ▪ Manipulate sentences to create particular effects. ▪ Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence</i>. ▪ Use devices to build cohesion between paragraphs in narrative e.g. <i>in the meantime, meanwhile, in due course, until then</i>. ▪ Use ellipsis to link ideas between paragraphs. ▪ Identify and use colons to introduce a list. ▪ Identify and use semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up</i>. ▪ Investigate and collect a range of synonyms and antonyms e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved</i>. ▪ Explore how hyphens can be used to avoid ambiguity e.g. <i>man eating shark</i> versus <i>man-eating shark</i>. ▪ Punctuate bullet points consistently ▪ Explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for – request, go in – request. ▪ Identify the subject and object of a sentence. ▪ Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse</i> versus <i>the window in the greenhouse was broken</i>.
		Composition	<ul style="list-style-type: none"> ▪ Orally compose every sentence before writing. ▪ Re-read every sentence to check it makes sense. ▪ Orally plan and rehearse ideas. ▪ Sequence ideas/events in order. ▪ Use formulaic phrases to open and close texts. 	<ul style="list-style-type: none"> ▪ Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. ▪ Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade</i>. ▪ Write about real and fictional events. ▪ Write simple poems based on models. 	<ul style="list-style-type: none"> Plan their writing by: <ul style="list-style-type: none"> ▪ Reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions. ▪ Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing. ▪ Discussing and recording ideas for planning. 	<ul style="list-style-type: none"> Plan their writing by: <ul style="list-style-type: none"> ▪ Reading and analysing narrative, non-fiction and poetry in order to plan and write their own. ▪ Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing. ▪ Discussing and recording ideas for planning e.g. <i>story mountain, story map</i>. 	<ul style="list-style-type: none"> Plan their writing by: <ul style="list-style-type: none"> ▪ Identifying the audience and purpose ▪ Selecting the appropriate language and structures. ▪ Using similar writing models. ▪ Noting and developing ideas. ▪ Drawing on reading and research. ▪ Thinking how authors develop characters and settings (in books, films and performances).



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		<ul style="list-style-type: none"> ▪ Use familiar plots for structuring the opening, middle and end of their stories. ▪ Write in different forms with simple text type features e.g. <i>instructions, narratives, recounts, poems, information texts.</i> ▪ Discuss their writing with adults and peers. ▪ <u>Read aloud their writing to adults and peers.</u> 	<ul style="list-style-type: none"> ▪ Edit and improve their own writing in relation to audience and purpose. ▪ <u>Evaluate their writing with adults and peers.</u> ▪ <u>Proofread to check for errors in spelling, grammar and punctuation.</u> ▪ Read aloud their writing with intonation to make the meaning clear. 	<ul style="list-style-type: none"> ▪ Creating and developing settings for narratives. ▪ Creating and developing characters for narrative. ▪ Creating and developing plots based on a model. ▪ Generating and selecting from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type. ▪ <u>Grouping related material into paragraphs.</u> ▪ <u>Using headings and sub headings to organise information.</u> <p>Evaluate, and edit by:</p> <ul style="list-style-type: none"> ▪ <u>Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing.</u> ▪ Discussing and proposing changes with partners and in small groups. ▪ Improving writing in the light of evaluation. <p>Perform their own compositions by:</p> <ul style="list-style-type: none"> ▪ Using appropriate intonation, tone and volume to present their writing to a group or class. 	<p><u><i>text map, non-fiction bridge, story board, boxing-up text types to create a plan.</i></u></p> <p>Draft and write by:</p> <ul style="list-style-type: none"> ▪ Developing settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. ▪ Planning and writing an opening paragraph which combines the introduction of a setting and character/s. ▪ Organising paragraphs in narrative and non-fiction. ▪ Linking ideas within paragraphs e.g. <i>fronted adverbials</i> for <i>when and where</i>. ▪ Generating and select from vocabulary banks e.g. <i>powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration</i> appropriate to text type. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ▪ <u>Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing.</u> ▪ Discussing and proposing changes with partners and in small groups. ▪ Improving writing in light of evaluation <p>Perform own compositions for different audiences</p> <ul style="list-style-type: none"> ▪ Use appropriate intonation, tone and volume to present their writing to a range of audiences. 	<p>Draft and write by:</p> <ul style="list-style-type: none"> ▪ Selecting <i>appropriate</i> grammar and vocabulary. ▪ Blending action, dialogue and description within and across paragraphs. ▪ Using devices to build cohesion (see VGP column). ▪ <u>Using organisation and presentational devices e.g. headings, sub headings, bullet points, diagrams, text boxes.</u> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ▪ Assessing the effectiveness of own and others' writing in relation to audience and purpose. ▪ <u>Suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</u> ▪ Ensuring consistent and correct use of tense throughout a piece of writing. ▪ Ensuring consistent subject and verb agreement. ▪ Proofreading for spelling and punctuation errors. <p>Perform own compositions for different audiences:</p> <ul style="list-style-type: none"> ▪ Using appropriate intonation and volume. ▪ Adding movement. ▪ Ensuring meaning is clear. 	<p><i>discussion group, post-it notes, ICT story planning.</i></p> <p>Draft and write by:</p> <p><u>Selecting appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</u></p> <ul style="list-style-type: none"> ▪ Introducing and developing characters through blending action, dialogue and description within sentences and paragraphs e.g. <i>Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair"</i> ▪ Using devices to build cohesion. ▪ Deviating narrative from linear or chronological sequence e.g. <i>flashbacks, simultaneous actions, time-shifts.</i> ▪ Combining text-types to create hybrid texts e.g. <i>persuasive speech.</i> ▪ <u>Evaluating, selecting and using a range of organisation and presentational devices for different purposes and audiences.</u> ▪ Finding examples of where authors have broken conventions to achieve specific effects and using similar techniques in own writing – e.g. <i>repeated use of 'and' to convey tedium, one word sentence.</i>
Transcription	Spelling	<ul style="list-style-type: none"> ▪ Name the letters of the alphabet in order. ▪ Use letter names to distinguish between alternative spellings of the same sound. ▪ Spell words containing each of the phonemes already taught. ▪ Be able to encode the sounds they hear in words. ▪ Be able to read back words they have spelt. ▪ Use their phonic knowledge when spelling unfamiliar words (<i>i.e. produce phonically plausible spellings</i>). ▪ Spell common exception words. ▪ Spell the days of the week. ▪ Use the spelling rule for adding –s or –es (<i>i.e. when the word has a /iz/ sound</i>). ▪ Use the prefix un- for words without any change to the spelling of the root word. ▪ Use suffixes –<i>ing</i>, –<i>ed</i>, –<i>er</i> and –<i>est</i> where no change is needed in the spelling of root words. ▪ Apply simple spelling rules and guidelines, as listed in Appendix 1 Supporting Spelling document. 	<ul style="list-style-type: none"> ▪ Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. ▪ Learn new ways of spelling phonemes for which one or more spellings are already known. ▪ Learn some words with each spelling, including a few common homophones. ▪ <u>Learn to spell common exception words.</u> ▪ Learn to spell more words with contracted forms. ▪ Distinguish between homophones and near-homophone. ▪ Add suffixes <i>ness</i> and <i>er</i> to create nouns e.g. <i>happiness, sadness, teacher, baker.</i> ▪ Select, generate and effectively use adjectives. ▪ Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless.</i> ▪ Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest.</i> ▪ Use suffix <i>ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully.</i> ▪ Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far. 	<ul style="list-style-type: none"> ▪ Use further prefixes and suffixes and understand how to add them. ▪ Spell further homophones. ▪ Spell words that are often misspelt. ▪ <u>Use the first two letters of a word to check its spelling in a dictionary.</u> ▪ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. ▪ Learn to spell new words correctly and have plenty of practice in spelling them. ▪ Understand how to place the apostrophe in words with regular plurals (e.g. <i>girls', boys'</i>). ▪ Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. 	<ul style="list-style-type: none"> ▪ Use further prefixes and suffixes and understand how to add them. ▪ Spell further homophones. ▪ Spell words that are often misspelt. ▪ <u>Use the first three letters of a word to check its spelling in a dictionary.</u> ▪ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. ▪ Learn to spell new words correctly and have plenty of practice in spelling them. ▪ Understand how to place the apostrophe in words with irregular plurals (e.g. <i>children's</i>). ▪ Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. 	<ul style="list-style-type: none"> ▪ Spell words that they have not yet been taught by using what they have learnt about how spelling works in English. ▪ Use further prefixes and suffixes and understand the guidelines for adding them. ▪ Spell some words with 'silent' letters, e.g. <i>knight, psalm, solemn.</i> ▪ Continue to distinguish between homophones and other words which are often confused. ▪ Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. ▪ <u>Use dictionaries to check the spelling and meaning of words.</u> ▪ <u>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</u> ▪ <u>Use a thesaurus.</u> ▪ Use suffixes –<i>ate</i>, –<i>ise</i>, –<i>ify</i> to convert nouns and adjectives into verbs. ▪ Investigate verb prefixes e.g. <i>dis-</i>, <i>re-</i>, <i>pre-</i>, <i>mis-</i>, <i>over-</i>. 	<ul style="list-style-type: none"> ▪ Be secure with all spelling rules previously taught. ▪ Write increasingly confidently, accurately and fluently, spelling with automaticity. ▪ Use a number of different strategies interactively in order to spell correctly. ▪ <u>Develop self-checking and proof-checking strategies.</u> ▪ Use independent spelling strategies for spelling unfamiliar words.



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		<ul style="list-style-type: none"> ▪ Write from memory simple sentences dictated by the teacher that include words taught so far. 					
	Handwriting	<ul style="list-style-type: none"> ▪ <u>Hold a pencil with an effective grip.</u> ▪ <u>Form lower-case letters correctly – starting and finishing in the right place, going the right way round, correctly oriented.</u> ▪ Have clear ascenders ('tall letters') and descenders ('tails'). ▪ Form capital letters correctly. 	<ul style="list-style-type: none"> ▪ <u>Form lower-case letters of the correct size relative to one another.</u> ▪ <u>Use upper case letters appropriately e.g. not always writing A as a capital, not using capitals within words.</u> ▪ Write upper case letters of the correct size relative to lower case letters. ▪ Start using some of the diagonal and horizontal strokes needed to join letters. 	<ul style="list-style-type: none"> ▪ <u>Form and use the four basic handwriting joins.</u> ▪ <u>Write legibly.</u> 	<ul style="list-style-type: none"> ▪ <u>Write with consistency in size and proportion of letters, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</u> 	<ul style="list-style-type: none"> ▪ Write fluently. ▪ <u>Choose when it is appropriate to print or join writing e.g. printing for labelling a scientific diagram.</u> 	<ul style="list-style-type: none"> ▪ Write with increasing speed. ▪ Choosing the writing implement that is best suited for a task (e.g. quick notes, letters).