Progression of Writing Skills

		Key Stage 1		Key Stage 2			
	Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Writing Composition Planning, Writing and Editing	To speak to retell a simple past event in correct order (e.g. went down slide, hurt finger). To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' To engage in imaginative role play based on own first-hand experiences. To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. To link statements and sticks to a main theme or intention. To use talk to organise, sequence and clarify thinking, ideas, feelings and events. To introduce a storyline or narrative into their play. To write own name and other things such as labels, captions. To attempt to write short sentences in meaningful contexts. To play cooperatively as part of a group to develop and act out a narrative. To develop their own narratives and explanations by connecting ideas or events. To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	To say out loud what they are going to write about. To compose a sentence orally before writing it. To sequence sentences to form short narratives. To discuss what they have written with the teacher or other pupils. To reread their writing to check that it makes sense and to independently begin to make changes. To read their writing aloud clearly enough to be heard by their peers and the teacher. To use adjectives to describe.	To write narratives about personal experiences and those of others (real and fictional). To write about real events. To write simple poetry. To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary. To encapsulate what they want to say, sentence by sentence. To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. To reread to check that their writing makes sense and that the correct tense is used throughout. To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).	To begin to use ideas from their own reading and modelled examples to plan their writing. To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. To begin to organise their writing into paragraphs around a theme. To compose and rehearse sentences orally (including dialogue).	To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.	To 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. To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. To consistently link ideas across paragraphs. To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.	To note down and develop initial ideas, drawing on reading and research where necessary. To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). To use a wide range of devices to build cohesion within and across paragraphs. To habitually proofread for spelling and punctuation errors. To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.

Progression of Writing Skills

		Key Stage 1		Key Stage 2			
	Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Writing Composition **Awareness of Audience, Purpose and Structure**	To use vocabulary focused on objects and people that are of particular importance to them. To build up vocabulary that reflects the breadth of their experiences. To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use language to imagine and recreate roles and experiences in play situations. To express themselves effectively, showing awareness of listeners' needs.	To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. To start to engage readers by using adjectives to describe.	To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences. To read aloud what they have written with appropriate intonation to make the meaning clear.	To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). To make deliberate ambitious word choices to add detail. To begin to create settings, characters and plot in narratives.	To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). To write a range of narratives that are well structured and well-paced. To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.	To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace. To regularly use dialogue to convey a character and to advance the action. To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.	To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). To distinguish between the language of speech and writing and to choose the appropriate level of formality. To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).

Progression of Writing Skills

		Key Stage 1		Key Stage 2			
	Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Vocabulary, grammar and punctuation Sentence Construction and Tense	To begin to understand 'why' and 'how' questions. To question why things happen and gives explanations and asks questions, e.g. who, what, when, how. To use a range of tenses in speech (e.g. play, playing, will play, played). To answer 'how' and 'why' questions about their experiences and in response to stories or events. To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	To use simple sentence structures.	To use the present tense and the past tense mostly correctly and consistently. To form sentences with different forms: statement, question, exclamation, command. To use some features of written Standard English.	To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing.	To always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.	To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. To ensure the consistent and correct use of tense throughout all pieces of writing.	To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.

Progression of Writing Skills

		Key Stage 1		Key Stage 2			
	Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Vocabulary, grammar and punctuation Use of phrases and clauses.	To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').	To use the joining word (conjunction) 'and' to link ideas and sentences. To begin to form simple compound sentences.	To using co-ordination (or/and/but). To use some subordination (when/if/ that/because). To use expanded noun phrases to describe and specify (e.g. the blue butterfly).	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.	To use the subjunctive form in formal writing. (if I were….) To use the perfect form of verbs to mark relationships of time and cause. To use the passive voice. To use question tags in informal writing.

Progression of Writing Skills

		Key Stage 1		Key Stage 2			
	Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Punctuation	To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces.	To use full stops to end sentences. To begin to use question marks and exclamation marks.	To use the full range of punctuation taught at key stage 1 mostly correctly including: - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; - apostrophes to mark singular possession and contractions.	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 semicolons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.
Use of Terminology	To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. To recognise and use the terms letter, capital letter, word,	To recognise and use the terms letter, capital letter, word, singular, plural, sentence, noun, adjective, punctuation, full stop, question mark and exclamation mark.	To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.	To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity	To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.

Progression of Writing Skills

Writing Transcription - Handwriting Letter formation, placement and positioning. Joining Letters	To sometimes give meaning to marks as they draw and paint. To realise tools can be used for a purpose. To draw lines and circles using gross motor movements. To use one-handed tools and equipment, e.g. makes snips in paper with child scissors. To hold a pencil between thumb and two fingers, no longer using whole-hand grasp. To hold a pencil near point between first two fingers and thumb, and use it with good control. To copy some letters, e.g. letters from their name. To give meaning to marks they make as they draw, write and paint. To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. To show a preference for a dominant hand. To begin to use anticlockwise movement and retrace vertical lines. To begin to form recognisable letters. To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. To show good control and co-ordination in large and small movements. To move confidently in a range of ways, safely negotiating space. To handle equipment and tools effectively, including pencils for writing. To write simple sentences which can be read by themselves and others. To write lower case and capital letters	To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To use spacing between words thatreflects the size of the letters.	To form lower case letters of the correct size, relative to one another. To begin to use the diagonal and horizontal strokes needed to join letters.	To use a neat, joined handwriting style with increasing accuracy and speed. To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.	To increase the legibility, consistency and quality of their handwriting [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]. To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency	To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.	To 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. To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).

Progression of Writing Skills

	in the correct direction, starting and finishing in theright place with a good level of consistency. To sit correctly at atable, holding a pencil comfortablyand correctly. To form digits 0-9.						

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