



PROGRESSION OF SKILLS AND KNOWLEDGE FOR WRITING

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
TRANSCRIPTION						
<ul style="list-style-type: none"> Sometimes gives meaning to marks as they draw and paint. Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts. Children use their phonic knowledge to write words in ways which match their spoken sounds. 	<ul style="list-style-type: none"> Spell words containing each of the 40+ phonemes already taught Spell common exception words that have been taught Name the letters of the alphabet in order Use letter names to distinguish between alternative spellings of the same sound Use -ing and - ed, where no change is needed in the spelling of root words Spell the days of the week Use the spelling rule for adding - s or -es as the plural marker for nouns and the third person singular marker for verbs Begin to spell words using contracted forms 	<ul style="list-style-type: none"> Leave spaces between words Use capital letter for names Use capital letter for the personal pronoun 'I' Begin to punctuate sentences using a capital letter and a full stop Join words using 'and' Begin to punctuate sentences using a question mark Join clauses using 'and' Use a capital letter for days of the week Begin to punctuate sentences using an exclamation mark Use simple noun phrases (adjective + noun) Can use the following terminology from Appendix 2 to discuss their writing: letter, capital letter, 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (English Appendix 1) Spell words that are often misspelt (English Appendix 1) Use the first two or three letters of a word to check its spelling in a dictionary Form nouns using prefixes e.g. super, anti, auto Spell further homophones and understand their meanings Explore and accurately use word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them (English Appendix 1) Spell further homophones Spell words that are often misspelt (English Appendix 1) Place the possessive apostrophe accurately in words with regular plurals e.g. boys', girls' and in words with irregular plurals e.g. children's Use the first two or three letters of a word to check its spelling in a dictionary Spell plural nouns of words ending in 'o'. Write from memory simple sentences, 	<ul style="list-style-type: none"> Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary Use a thesaurus Use further prefixes and suffixes and understand the guidance for adding them e.g. dis-', 'de-', 'mis-', 'over-' and 're-' Spell some words with 'silent' letters Continue to distinguish between homophones and 	<ul style="list-style-type: none"> Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 Use dictionaries to check the spelling and meaning of words Use a thesaurus Recognise how words are related by meaning as synonyms and antonyms Use further prefixes and suffixes and understand the guidance for adding them Spell some words with 'silent' letters Continue to distinguish between homophones and

<ul style="list-style-type: none"> • They write some irregular common words. • They write simple sentences which can be read by themselves and others. • Some words are spelt correctly and others are phonetically 	<ul style="list-style-type: none"> • Can use the prefix un- • Can add prefixes and suffixes using -er and - est where no change is needed in the spelling of root words • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<p>word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>	<ul style="list-style-type: none"> • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<p>dictated by the teacher, that include words and punctuation taught so far</p>	<p>other words which are often confused</p>	<p>other words which are often confused</p>
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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
COMPOSITION (PLANNING, DRAFTING & EDITING)						
<ul style="list-style-type: none"> Gives meaning to marks they make as they draw, write and paint. Attempts to write short sentences in meaningful contexts. 	<ul style="list-style-type: none"> Say out loud what they are going to write about Discuss what they have written with the teacher or other pupils Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary Select basic ideas and content linked to the purpose of a task Re-read what they have written to check that it makes sense Use simple prepositions 	<ul style="list-style-type: none"> Consider what they are going to write before beginning by planning or saying out loud what they are going to write about When planning, write down ideas and/or key words, including new vocabulary Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils Re-read to check that writing makes sense e.g. verb tense Proof-read to check for errors in spelling, grammar and punctuation Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience 	<ul style="list-style-type: none"> Writing is clear in purpose 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 When planning, discuss and record ideas Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements In narratives, creates settings, characters and plot Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier' Expansion of detail/ events 	<ul style="list-style-type: none"> Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Plan their writing by discussing and recording ideas Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements In narratives, creates settings, characters and plot Writing is clear in purpose Use a varied and rich vocabulary Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary Viewpoint is consistently maintained (for example, word 	<ul style="list-style-type: none"> Note and develop initial ideas, drawing on reading and research where necessary Identify audience for, and purpose of, the writing Select the appropriate form and use other similar writing as models for their own Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Evaluate and edit by assessing the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision Understand and apply the difference between vocabulary typical 	<ul style="list-style-type: none"> Note and develop initial ideas, drawing on reading and research where necessary Identify the audience for and purpose of the writing Select the appropriate form and use other similar writing as models for their own Evaluate and edit by assessing the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision Understand and apply the difference between vocabulary typical

		<ul style="list-style-type: none"> • Use adventurous vocabulary appropriate to task • Use a range of prepositions (behind, before, above, along) • Evaluate their own work making use of the 6 ticks (success criteria) 	<p>may be supported through vocabulary (technical, vivid language) and explanation</p> <ul style="list-style-type: none"> • Evaluate their own work making use of the 6 ticks (success criteria) 	<p>choice indicates child's viewpoint on a character or an issue)</p> <ul style="list-style-type: none"> • Use figurative language such as similes, alliteration to build a picture in the readers head • Evaluate their own work making use of the 6 ticks (success criteria) 	<p>characters and atmosphere</p> <ul style="list-style-type: none"> • Choose the appropriate register for the audience and purpose (formal or informal) • Viewpoint is established and generally maintained • Use figurative language such as similes, alliteration, metaphors and personification in poetry • Edit sentences by either expanding or reducing for meaning and effect • Content is balanced e.g. between action/ description/ dialogue, fact and comment • Evaluate their own work making use of the 6 ticks (success criteria) 	<p>of informal speech and vocabulary appropriate for formal speech and writing e.g. find out/ discover; find out/ request; go in/ enter</p> <ul style="list-style-type: none"> • In narratives, describe settings, characters and atmosphere • Integrate dialogue to convey character and advance the action • Use figurative language such as similes, alliteration, metaphors and personification in a range of writing • Select verb forms for meaning and effect e.g. deliberate change of tense • Manage shifts in levels of formality within a text • Select synonyms accurately for effect rather than as an alternative for an original word • Evaluate their own work making use of the 6 ticks (success criteria)
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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
SENTENCE STRUCTURE						
<ul style="list-style-type: none"> Begins to break the flow of speech into words. Attempts to write short sentences in meaningful contexts. 	<ul style="list-style-type: none"> Compose a sentence orally before writing it Write a simple sentence starting with a personal pronoun Write a simple sentence starting with a noun/proper noun Write a simple sentence with straight forward subject/ verb agreement Write reliably formed simple and compound sentences 	<ul style="list-style-type: none"> Write questions (beginning with who/ what/ when/ where/ how etc.) Write statements Write exclamatory sentences starting with 'what' or 'how'. Write commands using the imperative form of a verb Use sentences with different forms: statement, question, exclamation, command 	<ul style="list-style-type: none"> Draft and write an increasing range of sentence structures (simple and compound) Use some variation in sentence types (statement/ command/ question/ exclamation) Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex) 	<ul style="list-style-type: none"> Compose and rehearse sentences orally (including dialogue) Use an increasing range of sentence length and structure Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	<ul style="list-style-type: none"> Make deliberate choices of sentence length and structure for impact on the reader Fronted prepositional phrases for greater effect Throughout the stormy winter ... Far beneath the frozen soil ... Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports Use a wide range of clause structures, sometimes varying their position within the sentence 	<ul style="list-style-type: none"> Use a wide range of clause structures, varying their position within the sentence Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse / the window in the greenhouse was broken Use the structures typical of informal speech e.g. the use of question tags: He's your friend, isn't he? Use the structures appropriate for formal speech and writing e.g. subjunctive forms such as 'If I were' or 'Were they to come'

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VOCABULARY, GRAMMAR & PUNCTUATION						
<ul style="list-style-type: none"> • They write simple sentences which can be read by themselves and others. • Some words are spelt correctly and others are phonetically plausible. • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. 	<ul style="list-style-type: none"> • Leave spaces between words • Use capital letter for names • Use capital letter for the personal pronoun 'I' • Begin to punctuate sentences using a capital letter and a full stop • Join words using 'and' • Begin to punctuate sentences using a question mark • Join clauses using 'and' • Use a capital letter for days of the week • Begin to punctuate sentences using an exclamation mark • Use simple noun phrases (adjective + noun) • Can use the following terminology from Appendix 2 to discuss their writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question 	<ul style="list-style-type: none"> • Use capital letters, full stops, question marks and exclamation to demarcate sentences • Use coordinating conjunctions (or/and/but) • Write expanded noun phrases to describe and specify • Use the present and past tenses correctly and consistently • Use -ly to turn adjectives into adverbs - slow/ slowly • Use subordinating conjunctions (when/ if /that /because) • Use commas to separate items in a list • Use apostrophes to mark where letters are missing in spelling • Use the suffixes -er, -est, in adjectives • Use the progressive form correctly and 	<ul style="list-style-type: none"> • Use conjunctions to express time, place and cause • Use adverbs and prepositions to express time, place and cause • Use inverted commas to punctuate direct speech • Know when to use 'a' and 'an' • Proof-read for spelling and punctuation errors • Use irregular simple past-tense verbs e.g. awake / awoke • Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play • Indicate possession by using the possessive apostrophe with plural nouns • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of 	<ul style="list-style-type: none"> • Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!" • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair • Understand the difference between plural and possessive -s • Proof-read for spelling and punctuation errors • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	<ul style="list-style-type: none"> • Proof-read for spelling and punctuation errors • Use relative clauses beginning with who, which, where, when, whose, that • Use commas to clarify meaning or avoid ambiguity in writing • Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify' • Ensure correct subject and verb agreement when using singular and plural • Use brackets, dashes or commas to indicate parenthesis • Use the perfect form of verbs to mark relationships of time and cause • Use modal verbs or adverbs to indicate degrees of possibility • Ensure the consistent and correct use of tense throughout a piece of writing 	<ul style="list-style-type: none"> • Proof-read for spelling and punctuation errors • Ensure the consistent and correct use of tense throughout a piece of writing • Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun • Use correct subject and verb agreement when using singular and plural • Use brackets, dashes or commas to indicate parenthesis • Use a colon to introduce a list • Use a semi colon within lists • Use semi colons, colons or dashes to mark boundaries between independent clauses • Use hyphens to avoid ambiguity • Use the perfect form of verbs to

	<p>mark, exclamation mark</p>	<p>consistently e.g he was shouting.</p> <ul style="list-style-type: none"> • Use apostrophes to mark singular possession in nouns • Form nouns using suffixes -ness, -er and by compounding e.g. whiteboard, superman • Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma 	<p>pronouns in sentences</p> <ul style="list-style-type: none"> • Use fronted adverbials • Use commas after fronted adverbials • Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted comma 	<ul style="list-style-type: none"> • Standard English forms for verb inflections instead of local spoken forms • Use fronted adverbials followed by a comma • Use the present perfect form of verbs in contrast to the past tense • Indicate possession by using the possessive apostrophe with plural nouns • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: determiner, pronoun, possessive pronoun, adverbial 	<ul style="list-style-type: none"> • Use a colon to introduce a list • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity 	<p>mark relationships of time and cause</p> <ul style="list-style-type: none"> • Use modal verbs or adverbs to indicate degrees of possibility • Punctuate bullet points consistently • Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, comma, semi colon, bullet points
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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
HANDWRITING						
<ul style="list-style-type: none"> • Draws lines and circles using gross motor movements. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name. • Shows a preference for a dominant hand. 	<ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly • Begin to form lower-case letters in the correct direction, starting and finishing in the right place • Form capital letters • Form digits 0-9 • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practice these. 	<ul style="list-style-type: none"> • Form lower-case letters of the correct size relative to one another • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • Use spacing between words that reflects the size of the letters • Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • Is able to maintain fluency of writing and has sufficient stamina for typical written tasks • Can correctly join letters in accordance with the school's agreed style • Increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> • 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 • Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task 	<ul style="list-style-type: none"> • 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 • Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EVIDENCE FOR GREATER DEPTH						
<ul style="list-style-type: none"> Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. Children use key features of narrative in their own writing. 	<ul style="list-style-type: none"> There is no specific national guidance for working at greater depth for Year 1. However, we would use some of the following to begin to assess for greater depth in this year group: <ul style="list-style-type: none"> Evidence that children are applying this standard of literacy across other areas of their learning. Children are applying their knowledge consistently, confidently and fluently. Children are beginning to use the next year group's punctuation objectives. Being able to explain their thought process confidently e.g. a word choice Moderate these children's writing across school and/or within the cluster 	<ul style="list-style-type: none"> Write effectively and coherently for different purposes, drawing on their reading to inform their vocabulary and grammar. Make simple additions, revisions and corrections to their own writing. Use the punctuation taught in KS1 mostly correctly. Spell most common exception words. Use suffixes mostly correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly). Join letters in most of their handwriting. 	<ul style="list-style-type: none"> There is no specific national guidance for working at greater depth for Year 3. However, we would use some of the following to begin to assess for greater depth in this year group: <ul style="list-style-type: none"> Evidence that children are applying this standard of literacy across other areas of their learning. Children are applying their knowledge consistently, confidently and fluently. Children are beginning to use the next year group's punctuation objectives. Being able to explain their thought process confidently e.g. a word choice Moderate these children's writing across school and/or within the cluster 	<ul style="list-style-type: none"> There is no specific national guidance for working at greater depth for Year 4. However, we would use some of the following to begin to assess for greater depth in this year group: <ul style="list-style-type: none"> Evidence that children are applying this standard of literacy across other areas of their learning. Children are applying their knowledge consistently, confidently and fluently. Children are beginning to use the next year group's punctuation objectives. Being able to explain their thought process confidently e.g. a word choice Moderate these children's writing across school and/or within the cluster 	<ul style="list-style-type: none"> There is no specific national guidance for working at greater depth for Year 5. However, we would use some of the following to begin to assess for greater depth in this year group: <ul style="list-style-type: none"> Evidence that children are applying this standard of literacy across other areas of their learning. Children are applying their knowledge consistently, confidently and fluently. Children are beginning to use the next year group's punctuation objectives. Being able to explain their thought process confidently e.g. a word choice Moderate these children's writing across school and/or within the cluster 	<ul style="list-style-type: none"> To use the full range of punctuation accurately. To accurately use semi-colons to mark boundaries between clauses. To accurately use colons to mark boundaries between clauses. To manipulate grammar structures and vocabulary to control the level of formality in my writing.

