



Writing:

Progression of Key Skills

(All children, including SEND must achieve skills highlighted in bold in order to progress year on year)	Nursery	• Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription (Handwriting)	• Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name • Develop manipulation	• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors,	• Form most lower case letters correctly. • Form lower case letters in the correct direction, starting and finishing in the right place. • Form capital letters. • Form digits 0-9.	• Form lower case letters of the correct size relative to one another in some of their writing • Form lower case letters of the correct size relative to one another in most	• Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined. • Increase the	• Use the diagonal and horizontal strokes needed to join letters in some of their writing • Increase the legibility, consistency and quality of their handwriting e.g. by beginning to ensure that the downstro	• Write increasingly legibly, fluently and with increasing speed through improving choices of which the 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, deciding how to join specific letters and when they are best left unjoined. • Write legibly, fluently and with increasing speed by choosing the

	and control. • Explore different materials and tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.	knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Write recognisable letters, most of which are correctly formed	• Understand which letters belong to which handwriting 'families'.	of their writing. • Use the diagonal and horizontal strokes needed to join letters in some of their writing • Use the diagonal and horizontal strokes needed to join letters. • Write capital letters and digits of the correct size, orientation and relationship to • one another and to lower	legibility, consistency and quality of their handwriting e.g. by beginning to ensure 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.	kes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	writing implement that is best suited for the task.
--	---	---	--	--	---	---	--

		• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.		• case letters. • Understand which letters, adjacent to one another, are best left unjoined • Use spacing between words that reflects the size of the letters.				
Composition	• Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example,	Form lower case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with the letter/s. • Write short sentences	• Write sentences by saying out loud what they're going to write about, after discussion with the teacher. • Write down one of the sentences that has been rehearsed. • Compose and write sentences independently to convey ideas.	• Write sentences that are linked thematically. • Write about real events, recording these simply and clearly. • Write poetry to develop positive attitudes and stamina for writing. • Write effectively and coherently for	• Plan writing by discussing and recording ideas within a given structure. • Draft and write by composing and rehearse sentences orally, building on varied and rich vocabulary and using sentence structures from	• Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure and vocabulary. • Plan writing by discussing and recording ideas. • Draft and write by composing and	• Plan writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own • Plan writing by noting and developing initial ideas, drawing on reading where necessary	• Plan writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of first person in a diary; direct address in instructions and persuasive writing).

	writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Write some or all of their name. • Write some letters accurately. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc • Use a wider	with words with known letter-sound correspondences using a capital letter and a full stop. • Re-read what they have written to check it makes sense - Learn new vocabulary. • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities. • Explain how things work	• Write sentences, sequencing them to form short narratives. (Real or fictional) • Write sentences re-reading what has been writing to check that it makes sense. • Discuss what has been written with the teacher or other pupils. • Read aloud writing clearly enough to be heard by peers and the teacher.	different purposes, drawing on reading to inform the vocabulary and grammar of writing. • Consider what they are going to write before beginning by writing down ideas, keywords and new vocabulary, • Consider what they are going to write before beginning by encapsulating what they want to say, sentences by sentence. • Make simple additions, revisions and corrections to own writing, by evaluating their writing with the teacher and other pupils. • Make simple additions, revisions and corrections to	English Appendix 2. • Draft and write by organising writing into paragraphs as a way of grouping related material. • Draft and write in narratives, creating settings, characters and plot. • Draft and write non-narrative material, using headings and subheadings to organise texts. • Evaluate and edit by assessing the effectiveness of writing. • Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions. • Proof read for spelling errors and for punctuation.	rehearse sentences orally (including dialogue), building on varied and rich vocabulary and using sentence structures from English Appendix 2. • Draft and write by organising paragraphs around a theme. • Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose. • Draft and write non-narrative material, using simple organisational devices. • Evaluate and edit by assessing the effectiveness of his/her own and others writing and suggesting improvements.	• Plan writing of narratives by considering how authors have developed characters and setting in what the class has read, listened to or seen performed. . • Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2.. • Draft and write in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character. • Draft and write by precisising longer passages. • Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g	• Plan writing by noting and developing initial ideas, drawing on reading and research where necessary • Plan writing of narratives through reasoned consideration of how authors have developed characters and setting in what the class has read, listened to or seen performed. • Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure) • Draft and write by selecting appropriate
--	---	--	--	--	--	--	--	--

	range of vocabulary. ● Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. ● Can start a conversation with an adult or a friend and continue it for many turns. ● Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	and why they might happen. ● Listen to and talk about stories to build familiarity and understanding ● Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. ● Use new vocabulary in different contexts. ● Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge		own writing by re-reading to check that it makes sense and that verbs in indicate time are used correctly and consistently, including verbs of the continuous form. ● Make simple additions, revisions and corrections to own writing by proof-reading e.g. errors in SPaG, improve word phrases, independently or following a conversation with the teacher. ● Read aloud what has been written with appropriate intonation to make the meaning clearer.	● Read 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.	● Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials. ● Proof read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials. ● Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume	then, after that, this, firstly. ● Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before. ● Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining. ● Use different verb forms mostly accurately with consideration for audience purpose. ● Evaluate and edit by assessing the effectiveness of his/her own and others writing.	grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2). ● Draft and write by precisising longer passages. ● Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word phrase, grammatical connections and ellipsis. ● Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. sub-headings, columns, bullets or tables. ● Evaluate and edit by assessing the effectiveness of his/her own
--	---	--	--	---	---	---	---	--

		and vocabulary ● Develop storylines in their pretend play. ● Write recognisable letters, most of which are correctly formed. ● Spell words by identifying sounds in them and representing the sounds with a letter or letters. ● Write simple phrases and sentences that can be read by others. ● Invent, adapt and recount narratives and				so that the meaning is clear.	● Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2). ● Evaluate and edit be ensuring mostly consistent and correct use of tense throughout a piece of writing. ● Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing. ● Proof-read for spelling errors linked to spelling statements for Year 5. ● Proof-read for punctuation errors, including	and others writing with reasoning.. ● Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2). ● Evaluate and edit be ensuring the consistent and correct use of tense throughout a piece of writing. ● Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural. ● Distinguish between the language of speech and writing and choosing appropriate register. ● Proof-read for spelling errors linked to spelling
--	--	---	--	--	--	--------------------------------------	--	--

		s Learn new vocabulary. ● Use new vocabulary throughout the day. ● Describe events in some detail. ● Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. ● Develop social phrases. ● Use new vocabulary in different contexts. Participate in small group, class and one-to-one discussion, offering their					use of brackets, dashes or commas in indicate parenthesis; use of commas to clarify meaning or avoid ambiguity, ● Perform his/her own compositions, using appropriate intonation, volume and movement so that the meaning is clear.	statements for Year 6. ● Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens. ● Confidently perform his/her own compositions, using appropriate intonation, volume and movement so that the meaning is clear.
--	--	---	--	--	--	--	--	--

		own ideas, using recently introduced vocabulary. ● Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. ● Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with						
--	--	---	--	--	--	--	--	--

		modelling and support from their teacher						
Punctuation and Grammar	Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Use longer sentences of four to six words.	Learn new vocabulary. • Use new vocabulary throughout the day. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of conjunctions.	Word Level • Plural noun suffixes +s and es • Adding suffixes to verbs where there is no change to the root verb. <i>Helped, helper, helping</i> • Adding prefix to verbs and adjectives and how this changes the meaning +ing +ed +er +un Sentence Level • How words combine to make sentences. • Joining clauses with and	Word Level • Formation of nouns using suffixes and by compounding • Formation of adjectives using suffixes • Use of the suffixes er and est in adjectives and the use of ly to turn adjectives into adverbs. • Formation of suffixes s, es ed Ing ful less ment Sentence Level • Subordination (when, if, that, because) and	Word Level • Formation of nouns using a range of prefixes Super Auto Anti • Use of forms a and an • Word families based on common words, showing how words are related in form and meaning. Sentence Level • Express time, place and cause using conjunctions. When Before After While So Because Then Next	Word Level • Grammatical difference between plural and possessive 's' • Standard forms for verb inflections instead of local spoken forms We were/we was I did/ I done Sentence Level • Noun Phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases. • Fronted Adverbials Text Level	Word Level • Converting nouns or adjectives into verbs using suffixes. • Verb Prefixes Sentence Level • Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • Indicating degrees of possibility using adverbs or modal verbs. Text Level • Devices to build cohesion within a paragraph	Word Level • The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing. • How words are related by meaning as synonyms and antonyms • Punctuation of bullet points to list information Sentence Level • Use of passive to affect the presentation of information in a sentence. • The difference

			<u>Text Level</u> - Sequencing sentences to for short narratives <u>Punctuation</u> - Separation of words with finger spaces - Capital Letters - Full stops - Question marks - Exclamation marks - Capital letters for names and personal pronoun I <u>Terminology</u> - Letter - Capital Letter - Word - Singular - Plural - Sentence - Punctuation	coordination (or, and, but) - Expanded Noun Phrases for description and specification - How the grammatical patterns in a sentence indicate function as a statement, question, exclamation or command. <u>Text Level</u> - Correct past and present tense (ed and irregular) - Progressive forms of verbs in the present and past tense to mark actions in progress. (She is drumming, he was shouting)	<i>Soon</i> <i>Therefore</i> - Or prepositions <i>Before</i> <i>After</i> <i>During</i> <i>In</i> <i>Because of</i> <u>Text Level</u> - Introduction to paragraphs to group material - Headings and subheadings to aid presentation - Use of present perfect form of verbs instead of simple past tense. <u>Punctuation</u> - inverted commas to punctuate direct speech <u>Terminology</u>	- Use of paragraphs to organise ideas around a theme - Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. <u>Punctuation</u> - Use on inverted commas and other punctuation to indicate direct speech. - Apostrophes to mark plural possession - Use of commas after fronted adverbials. <u>Terminology</u> - Determiner - Pronoun - Possessive pronoun	<i>Then,</i> <i>after</i> <i>that, this,</i> <i>firstly.</i> - Linking ideas across paragraphs using adverbials of time, place and number or tenses choice. <u>Punctuation</u> - Brackets, dashes or commas to indicate parenthesis. - Use commas to clarify meaning or avoid ambiguity. <u>Terminology</u> - Modal verb - Relative pronoun - Relative clause - Parenthesis - Bracket	between structures typical of informal speech and structures appropriate for formal speech and writing. <u>Text Level</u> - Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g adverbials and ellipsis. - Layout devices - Headings, subheadings, columns, bullets or tables to structure text. <u>Punctuation</u>
--	--	--	--	---	--	---	---	---

			• Full stop • Question Mark • Exclamation Mark	<u>Punctuation</u> • Capital letters • Full stops • Question marks • Exclamation marks • Commas to separate a list • Apostrophes to mark singular possession in nouns. <u>Terminology</u> • Noun • Noun Phrase • Statement • Question • Exclamation • Command • Compound • Suffix • Adjective	• Preposition • Conjunction • Word family • Prefix • Clause • Subordinate clause • Direct speech • Consonant letter • Vowel letter • Inverted Commas	• Adverbial	• Dash • Cohesion • Ambiguity	• Use of the semi-colon, colon and dash to mark the boundary between. • Use of the colon to introduce a list and use of semicolons within lists. • How hyphens can be used to avoid ambiguity. <u>Terminology</u> • Subject • Object • Active • Passive • Synonym • Antonym • Ellipsis • Hyphen • Colon • Semi-colon • Bullet points
--	--	--	--	--	---	---	---	--

				• Adverb • Verb • Tense (past, present) • Apostrop he • Comma				
			-					