

Progression of skills in writing

	Year 1	Year 2*	Year 3	Year 4	Year 5	Year 6*
<b>Purpose</b>	Write simple narratives about personal experiences and those of others (real or fictional)	Write simple, coherent narratives about personal experiences and those of others (real or fictional)  Write about real events, recording these simply and clearly.	Write for a <b>range of</b> purposes and audiences by some use of the right language for the genre  Beginning to be able to write formally (choosing contraction use)  Some evidence of extended writing (several paragraphs)	Choosing the right language for the genre (entertain/inform/persuade)  Some evidence of formal writing  Some evidence of extended writing (one page of A4 or more)	Write for a range of purposes and audiences by:  Confidently selecting structure, language and organisation of a text depending on audience and purpose  Chose level of formality for a piece of writing and sustain it across the majority of the work  Evidence of extended writing (one page of A4 or more)	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)  Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (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)

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<b>Punctuation</b>	<p>Demarcate some sentences with capital letters and full stops</p> <p>Capital letters for names, places, days of the week and the personal pronoun 'I'</p> <p>Begin to use question marks and exclamation marks</p>	<p>Demarcate most sentences in writing with capital letters and full stops.</p> <p>Use question marks correctly when required</p>	<p>Capital letters, full stops, exclamation marks and question marks used correctly.</p> <p>Year 1-3 punctuation used <i>mainly</i> correctly:</p> <p>Inverted commas/Speech marks</p> <p>Commas for clarity (e.g after subordinate clause starter)</p> <p>Use apostrophes for singular possession and beginning to use apostrophes for plural possession</p> <p>Commas in a list</p>	<p>Capital letters, full stops, exclamation marks and question marks used correctly.</p> <p>Year 1-4 punctuation used <i>mainly</i> correctly:</p> <p>Inverted commas &amp; NSNL (new speaker, new line)</p> <p>Commas for clarity (Clauses, fronted adverbials, Speech)</p> <p>Apostrophes for contraction, singular possession and some use of apostrophes for plural possession</p> <p>Commas in a list</p>	<p>Capital letters, full stops, exclamation marks and question marks used correctly.</p> <p>Year 1-5 punctuation used <i>mainly</i> correctly:</p> <p>Inverted commas and other punctuation to punctuate direct speech (e.g. a comma after the reporting clause; NSNL; end punctuation within inverted commas)</p> <p>Commas for clarity (clauses, fronted adverbials, speech) and to avoid ambiguity with increasing accuracy</p> <p>Apostrophes for singular and plural possession</p> <p>Use brackets, dashes or commas to indicate parenthesis (,, () --)</p> <p>Beginning to use : and ; and dashes</p>	<p>Use a range of punctuation taught at KS2 mostly correctly, which include:</p> <p>Inverted commas</p> <p>Commas for clarity</p> <p>Apostrophes for singular and plural possession</p> <p>Use brackets, dashes or commas to indicate parenthesis (,, () --)</p> <p>Semi-colons</p> <p>Colons</p> <p>Dashes</p> <p>Hyphens</p>

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Dialogue			Inverted commas/Speech marks  Uses different verbs for said	Inverted commas & NSNL  Uses different verbs and adverb verb combinations for 'said' and has NSNL  Use some indirect speech e.g. He told me that...	Inverted commas and other punctuation to punctuate direct speech (e.g. a comma after the reporting clause; NSNL; end punctuation within inverted commas)  In narratives, integrate indirect speech and dialogue that begins to convey character.	Integrate dialogue in narratives to convey character and advance the action
Tense	Use the simple present and past tense accurately	Use the present and past tense mostly correctly and consistently	Use verb tenses mainly consistently and correctly throughout the writing (beginning to use present perfect tense and subject verb agreement)	Use verb tenses mostly consistently and correctly throughout the writing (including some evidence of present perfect tense and subject verb agreement)	Use verb tenses mostly consistently and correctly throughout the writing (including some evidence of perfect tense and subject verb agreement)  Use adverbs and modal verbs to indicate degrees of possibility	Use verb tenses consistently and correctly throughout their writing

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<b>Cohesion</b>	<p>Use co-ordination to join clauses e.g. and</p> <p>Use simple sentences that make sense</p>	<p>Use co-ordination (e.g. or / and / but) to join clauses.</p> <p>Use some subordination (e.g. when / if / that / because) to join clauses</p>	<p>Use a <b>range of</b> cohesive devices within and across sentences and paragraphs, including:</p> <p>Conjunctions (subordinating &amp; co-ordinating)</p> <p>Use paragraphs to organise ideas</p> <p>Pronouns (Mark/he/his) and adverbials (today, this afternoon)</p> <p>Adverbials to show time, place, manner and reason (at beginning and within sentences)</p> <p>Non-fiction: Heading/subheading, introduction and conclusion sentence/paragraph</p>	<p>Use a <b>range of</b> cohesive devices within and across sentences and paragraphs, including:</p> <p>Conjunctions (subordinating &amp; co-ordinating)</p> <p>Paragraphs to organise ideas</p> <p>Pronoun or noun to aid cohesion</p> <p>Adverbials to show time, place, manner and reason (in different locations)</p> <p>Some use of formal adverbials in appropriate genre/audience (e.g. Moreover)</p> <p>Non-fiction: Heading/subheading/columns &amp; intro/conclusion paragraph</p>	<p>Use a <b>range of</b> cohesive, organisation and presentational devices within and across sentences and paragraphs that are relevant to text type:</p> <p>Conjunctions (subordinating &amp; coordinating)</p> <p>Lexical cohesion</p> <p>Paragraphs to organise ideas and suitably linked</p> <p>Pronouns &amp; synonyms</p> <p>Adverbials to show time, place, manner and reason (including fronted)</p> <p>Formal adverbials (e.g. moreover) in formal pieces</p> <p>Non-fiction: Heading/subheading/bullet points/columns (&amp; intro/concl paragraph)</p>	<p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p>

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<b>Sentence structure</b>	<p>Use co-ordination to join clauses e.g. and</p> <p>Use simple sentences that make sense</p> <p>Use statements, commands and questions as appropriate</p>	<p>Use co-ordination (e.g. or / and / but) to join clauses.</p> <p>Use some subordination (e.g. when / if / that / because) to join clauses</p> <p>Use sentences of different forms (statement, question, exclamation, command)</p>	<p>Beginning to use mixed sentence lengths for effect (Longer for build-up, shorter for action)</p> <p>Conjunctions (subordinating &amp; co-ordinating)</p> <p>Some evidence of a range of different sentence openers e.g. adverbs, subordinate conjunction, 2 adjectives</p> <p>Adverbials to show time, place, manner and reason (at beginning and within sentences)</p> <p>Use the correct the determiner ('a' or 'an') depending on the following word</p>	<p>Mixed sentence lengths for effect (Longer for build-up, shorter for action)</p> <p>Conjunctions (subordinating &amp; co-ordinating)</p> <p>Range of different sentence openers e.g. -ing starter, fronted adverbials, sub clause starter, adjective/-ed starter, simile starter</p> <p>Some use of formal adverbials in appropriate genre/audience (e.g. Moreover)</p>	<p>Single and multi-clause sentence lengths for effect (Longer for build-up, shorter for action)</p> <p>Conjunctions (subordinating &amp; co-ordinating)</p> <p>Range of different sentence openers e.g. -ing starter; fronted adverbial; subordinate conjunction; adj/-ed starter; simile starter</p> <p>Formal Adverbials in appropriate genre/audience (e.g. Moreover)</p> <p>Use relative clauses beginning with a relative pronoun</p>	<p>Using a wide range of clause structures, sometimes varying their position within the sentence</p>

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<b>Language and vocabulary in (mainly) narrative writing</b>	Use simple adjectives to describe and inform (adding detail)	Use interesting vocabulary to add descriptions	<p>Beginning to select some ambitious appropriate vocabulary</p> <p>Expanded noun phrases with pre-modifiers and prepositional phrases (post-modifier)</p> <p>Figurative Language (e.g. similes)</p>	<p>Ambitious appropriate vocabulary</p> <p>Expanded noun phrases with pre-modifiers and prepositional phrases (&amp; some quantifiers)</p> <p>Figurative Language (e.g. similes)</p> <p>Show not tell sentences</p>	<p>Ambitious appropriate vocabulary and technical/subject specific vocabulary to reflect the formality</p> <p>Expanded noun phrases with pre and post-modifiers and prepositional phrases</p> <p>Figurative Language (e.g. simile/metaphor/personification)</p> <p>Use show not tell sentences to create mood</p>	<p>Ambitious vocabulary</p> <p>In narratives, describe settings, characters and atmosphere</p> <p>Using adverbs, prepositional phrases and expanded noun phrases effectively to add detail, qualification and precision in narratives.</p> <p>Use a range of techniques such as figurative language and show not tell to describe and create mood</p>
<b>Transcription- Spelling</b>	<p>Segment spoken words into phonemes and represent them with graphemes, spelling some of these words correctly and making phonically-plausible attempts at others</p> <p>Spell <i>many</i> Y1 common exception words accurately</p> <p>Add suffixes to spell some words correctly e.g. ed – ing, s/es, -er, -est</p> <p>Add prefixes to spell some words correctly e.g. un-</p>	<p>Segment spoken words into phonemes and represent them with graphemes, spelling some of these words correctly and making phonically plausible attempts at others</p> <p>Spell many common exception words</p>	<p>Spell <i>most</i> Year 2 common exception words correctly</p> <p>Spell correctly <i>some</i> words from the Year 3 / 4 spelling list</p>	<p>Spell most words correctly (Year 3-4)</p> <p>Spell simple homophones and near homophones mostly correctly</p>	<p>Spell correctly most words from the year Y3/4 word list</p> <p>Spell homophones and near homophones mostly correctly</p> <p>Spell correctly some words from the year Y5/6 word list</p>	<p>Spelling most words correctly (year 5 and 6) and use a dictionary to check the spelling of uncommon/ambitious vocabulary</p>

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<b>Transcription - Handwriting</b>	<p>To consistently form lowercase and capital letters correctly, starting and finishing in the right place.</p> <p>To write letters on the line with descenders and ascenders used accurately.</p> <p>To use appropriate sizing of lowercase letters and capital letters in relation to each other in most of the writing.</p> <p>Use spacing between words.</p>	<p>Writing capital letters and digits to the correct size, orientation and relationships to one another and to lower-case letters</p> <p>Using spacing between words that reflects the size of the letters</p>	<p>Begin to use legible joined up handwriting for most letters (correct size, orientation and relationship)</p>	<p>Evidence of legible joined up handwriting</p>	<p>Evidence of legible joined up handwriting</p>	<p>Maintain legibility in joined handwriting when writing at speed and choose whether or not to join specific letters</p>
<b>Editing and improving</b>	n/a (only begins at GDS)	Re-read and edit writing after discussion or feedback from the teacher	Improving writing by making additions and revisions	Improving writing by making additions and revisions	Improve writing by making additions and revisions to vocabulary, grammar and punctuation.	Improve writing by making additions and revisions to vocabulary, grammar and punctuation.
<b>Terminology to be taught as part of SPaG programme **</b>	Letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark, adjectives	Noun, noun phrase, statement, question, exclamation, command, root word, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma	Preposition, conjunction word family, prefix, clause, subordinate clause, direct speech consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')	Determiner, possessive pronoun, pronoun, adverbial	Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points

\*Adapted from end of key stage Teacher Assessment Framework (TAF) published on Gov.UK

\*\*Taken from Appendix 2 of National Curriculum. See also SPaG progression document, which can be found at <https://www.wodensfield.org/spag>