



Writing Skills Progression



Reception	Early Learning Goals: Writing • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sound with a letter or letters • Write simple phrases and sentence that can be read by others.
	Text/ Sentence expectations • Gives meanings to marks they make • Link sounds to letters, naming and sounding the letters of the alphabet • Hears and says the initial sound in words • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence • Write own name and other things such as labels. • Can segment the sounds in simple words and blend them together • Write captions. • Attempt to write short sentences in meaningful contexts. • Continues a rhyming string • Children use their phonic knowledge to write words in ways which match their spoken sounds • 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 plausible
	Punctuation • Letter formation • Begins to break the flow of speech into words (finger spaces) • Full stops • Embedding the use of finger spaces and full stops • Begin to use exclamation marks, question marks and commas for a list.



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Year 1	National Curriculum – Word - Regular plural noun suffixes –s or –es - Suffixes that can be added to verbs where no change is needed in the spelling of root words - Prefix un- changes the meaning of verbs and adjectives.
	National Curriculum – Text and sentence - How words can combine to make sentences - Joining words and joining clauses using ‘and’. - Sequencing sentences to form short narratives.
	National Curriculum – Punctuation - Separation of words with spaces - Introduction of capital letters, full stops, question marks and exclamation marks to demarcate sentences. - Capital letters for names and for the personal pronoun I
	National Curriculum – Writing sentences - Saying out loud what they are going to write about - Composing a sentence orally before writing it - Sequencing sentence to form short narratives - Re-reading what they have written to check that it makes sense - Discuss what they have written with the teacher or other pupils - Read their writing aloud, clearly enough to be heard by their peers and the teacher.
	Key terminology for pupils - Letter - Capital letter word - Singular - Plural - Sentence - Punctuation - Full stop - Question mark - Exclamation mark.



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Year 2	National Curriculum – word - Formation of nouns using suffixes (-ness, -er and by compounding) - Formation of adjectives using suffixes (-ful and -less) - Use of suffixes (-er, -est) in adjectives and use of -ly in Standard English to turn adjectives to adverbs.
	National Curriculum – text and sentence - Subordination – using when, if that and because - Co-ordination (using or, and, but) - Expanded noun phrases for description and specification - Grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command - Correct choice and consistent use of present tense and past tense throughout writing. - Use the progressive form of verbs in the present and past tense to mark actions
	National Curriculum – Punctuation - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences - Commas to separate items in a list - Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.
	National Curriculum – Developing positive attitudes towards and stamina for writing by: - Writing narratives about personal experiences and those of others (real and fictional) - Writing about real events - Writing poetry - Writing for different purposes Consider what they are going to write before beginning by: - Planning or saying out loud what they are going to write about - Writing down ideas and/or key words, including new vocabulary - Encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: - Evaluating their writing with the teacher and other pupils - Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. - Proof-reading to check for errors in spelling, grammar and punctuation Read aloud what they have written with appropriate intonation to make the meaning clear.
	Key terminology for pupils - Noun - Noun phrase - Statement - Question - Exclamation - Command - Compound - Suffix - Adjective - Adverb



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- Verb
- Tense (past and present)
- Apostrophe
- Comma

Year 3	National Curriculum – word - Formation of nouns using a range of prefixes (super-, anti- and auto-) - Use of the forms a or an according to whether the next word begins with a consonant or a vowel - Word Families based on common words, showing how words are related in form and meaning
	National Curriculum – text and sentence - Expressing time, place and cause using: - Conjunctions (when, before, after, while, so, because) - Adverbs of time (then, next, soon and therefore) - Prepositions (before, after, during, in, because of) - Introduction to paragraphs as a way to group related material - Headings and sub-headings to aid presentation - Use of present perfect form of verbs instead of the simple past
	National Curriculum – Punctuation - Introduction to inverted commas to punctuate direct speech - Commas between clauses
	National Curriculum – writing - Use ideas from their own reading and modelled examples to plan their writing - Proofread their own and others work to check for errors (with increasing accuracy) and to make improvements - Begin to organise their writing into paragraphs around a theme. - Compose and rehearse sentence orally - Demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand structure, vocabulary and grammar. - Begin to use the structure of a wider range of text types - Deliberate ambitious word choice to add detail.
	Key terminology for pupils - Preposition - Conjunction - Word family - Prefix clause - Subordinate clause - Direct speech - Consonant - Consonant letter vowels



Writing Skills Progression



- Vowel letter
- Inverted Commas

Year 4	National Curriculum – word - Grammatical difference between plural and possessive –s - Standard English forms for verb inflections instead of local spoken forms
	National Curriculum – text and sentence - Noun phrases - Prepositional phrases - Fronted adverbials - Use of paragraphs to organise ideas around a theme - Appropriate choice of pronoun or noun and across sentences to aid cohesion and avoid repetition
	National Curriculum – Punctuation - Use inverted commas and other punctuation to indicate direct speech - Apostrophes to mark plural possession - Use of commas after fronted adverbials
	National Curriculum – Writing - Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. - Consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader - Proofread consistently and amend their own writing and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion - Write a range of narratives that are well-structured and well-paced - Create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere - 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.
	Key terminology for pupils - Determiner - Pronoun - Possessive pronoun - Adverbial



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Year 5	National Curriculum – word - Converting nouns or adjectives into verbs using suffixes (-ate, -ise, -ify) - Verb prefixes (dis-, de-, mis-, over-, and re-)
	National Curriculum – text and structure - Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun - Indicating degrees of possibility using adverbs - Modal verbs - Devices to build cohesion within a paragraph - Linking ideas across paragraph using adverbials of time, place, number or tense choice
	National Curriculum – Punctuation - Brackets, dashes or commas to indicate parenthesis - Use of commas to clarify meaning or avoid ambiguity
	National Curriculum – Writing - 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. - Consider when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. - Proofread their work to assess the effectiveness of their own and others writing and to make necessary corrections and improvements. - 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. - Describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace. - Regularly use dialogue to convey a character and to advance the action. - Perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.
	Key terminology for children - Modal verb - Relative pronoun - Relative clause - Parenthesis - Bracket - Dash - Cohesion - Ambiguity



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Year 6	National Curriculum – Word - Difference between vocabulary for informal and formal speech and writing - Synonyms and antonyms
	National Curriculum – Text and Structure - Use of the passive voice - Difference in structure for informal and formal speech/writing - Subjunctive form Linking ideas across paragraphs using wider range of cohesive devices: - Repetition of words/phrases - Grammatical connections - Ellipsis Layout devices – headings, sub-headings, columns, bullets or tables
	National Curriculum – Punctuation - Semi-colons, colons and dashes to mark the boundary between independent clauses - Use of colon to introduce a list and use of semi-colons within lists - Bullet points to list information - Hyphens to avoid ambiguity
	National Curriculum – writing process
	Key terminology for pupils: - Subject/object - Active/Passive - Synonym/Antonym - Ellipsis - Hyphen - Colon - Semi-colon - Bullet Points