



## Writing Progression of Skills

Reception	
Age	Typical Behaviour
22 to 36 months	<ul style="list-style-type: none"> <li>Distinguishes between the different marks they make.</li> </ul>
30 to 50 months	<ul style="list-style-type: none"> <li>Sometimes gives meaning to marks as they draw and paint.</li> <li>Ascribes meanings to marks that they see in different places.</li> </ul>
40 – 60 months +	<ul style="list-style-type: none"> <li>Gives meaning to marks they make as they draw, write and paint.</li> <li>Begins to break the flow of speech into words.</li> <li>Continues a rhyming string.</li> <li>Hears and says the initial sound in words.</li> <li>Can segment the sounds in simple words and blend them together.</li> <li>Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>Writes own name and other things such as labels, captions.</li> <li>Attempts to write short sentences in meaningful contexts.</li> </ul>
Early Learning Goal 10 writing	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also 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.
Exceeding	Children can spell phonetically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.

End of Year 1 – Working towards the expected standard
The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:
The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher (real or fictional)
Demarcating some sentences with capital letters and full stops
Segmenting some spoken words into phonemes and representing these by graphemes, spelling some correctly
Spelling some common exception words*
Mostly forming lower-case letters in the correct direction, starting and finishing in the right place
Forming lower-case letters relative to one another in some of their writing
Use some spacing between words



### End of Year 1 – Working at the expected standard

Pupils can, after discussion with the teacher, write sentences that are sequenced to form a short narrative (real or fictional)
Use some capital letters and full stops
Use spaces between words
Begin to use question marks
Some use of capital letters for names of people, place names, days of the week etc.
Use the personal pronoun
Some use of formulaic phrases to open and close texts
Use the joining word 'and' to link words and clauses.
Using some correct spelling, of words, using phrases 'un-' /suffixes '-ing', '-ed', '-er' and '-est' where no change needed in the spelling of root words. (e.g – helping, helped, helper, and quickest)
Using the spelling rule for adding – s and – es the plural marker for nouns (dog – dogs, fox – foxes and I go, he goes)
Spelling some words correctly and making phonetically plausible attempts at others
Spelling many common exception words*
Form lower case letters in the correct direction, starting and finished in the right place
Form many capital letters
The pupil can write for different purposes, after discussion with the teacher:
The pupil can write coherently for different purposes, after discussion with the teacher (e.g. using beginning, middle and end)
Extend range of joining words to link clauses using 'but', 'or' and 'because'
Spell most common exception words*

### End of Year 1 - Working at greater depth within the expected standard

The pupil can write for different purposes, after discussion with the teacher:
The pupil can write coherently for different purposes, after discussion with the teacher (e.g. using beginning, middle and end)
Extend range of joining words to link clauses using 'but', 'or' and 'because'
Spell most common exception words*



### End of KS1 – Working towards the expected standard

write sentences that are sequenced to form a short narrative (real or fictional)

demarcate some sentences with capital letters and full stops

segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others

spell some common exception words\*

form lower-case letters in the correct direction, starting and finishing in the right place

form lower-case letters of the correct size relative to one another in some of their writing

use spacing between words.

### End of KS1 – Working at the expected standard

write simple, coherent narratives about personal experiences and those of others (real or fictional)

write about real events, recording these simply and clearly

demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required

use present and past tense mostly correctly and consistently

use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses

segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others

spell many common exception words\*

form 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



### **End of KS1 – Working at greater depth within the expected standard**

write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing

make simple additions, revisions and proof-reading corrections to their own writing

use the punctuation taught at key stage 1 mostly correctly^

spell most common exception words\*

add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly\*

use the diagonal and horizontal strokes needed to join some letters.

### **End of Year 3 – Working towards the expected standard**

The pupil can write for different purposes, with a developing awareness of audience, after discussion with the teacher:

The pupil can, after discussion with the teacher

Write simple coherent narratives about personal experiences and those of others (real or fictional)

Write about real events, recording these simple and clearly

Demarcate most sentences in their writing with capital letters, full stops and use question marks correctly when required

Spell most common exception words\* (e.g. Year 1 & Year 2 words)

Use present and past tense mostly correct and consistently

Use coordination (e.g. or/and/but and some subordination e.g. if /that/ because to form clauses)

Use spacing between words that reflects the size of the letters



End of Year 3 – Working at the expected standard	
After discussing the purpose and audience (e.g., for narrative, non-fiction and poetry), the pupils will produce writing with appropriate structure, vocabulary and grammar:	
The pupil can, after discussion with the teacher, write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.	
Using the full range of punctuation taught at key stage 1 mostly correctly including:	Capital letters and full stops
	Question marks
	Exclamation marks
	Apostrophes to mark singular possession in nouns
	Commas to separate items in a list
Spelling most of the common key stage one exception words	
Spelling most of the year 3 statutory spellings taught	
Use and punctuate some direct speech	
Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition	
Using appropriate vocabulary including expanded noun phrases and powerful verbs to describe character, setting and plot	
Use the perfect form of verbs using has and had to indicate a completed action, e.g. – he has gone out to play (present perfect) instead of he went out to play (simple past tense.)	
To begin to use some adverbs to open sentences, e.g. – Suddenly, Silently, Soon, Next, and Eventually.	
Add suffixes to spell most words correctly in their writing (e.g. –ment, -ness, -ful, -less, -ly_	
Use the determiner a or an according to whether the next word begins with a consonant or vowel.	
To group related material into paragraphs around a theme.	
To use headings and sub headings to organise information	
Using the diagonal and horizontal strokes needed to join letters in most of their writing	
End of Year 3 – Working at greater depth within the expected standard	
Showing an awareness of purpose and audience, the pupils will produce writing with appropriate structure, vocabulary and grammar for both narrative and non-fiction:	
Manipulate the position of some clauses within a sentence, e.g. – Although it was raining, we decided not to take our coats.	
To create and write dialogue using correct punctuation and organisation	
To use apostrophes to mark possessive plurals, e.g. The boys' coats were on the floor.	
To maintain a consistent approach to paragraphing	
To write legibly using the appropriate joins (reference national curriculum document.)	
Spell most of Year 3 common exception words taught.	



### End of Year 4 – Working towards the expected standard

To spell some of the year 3 & 4 statutory spellings	
To begin to select appropriate vocabulary including noun phrases	
To use co-ordinating conjunctions when writing compound sentences – but, or, and, yet & so	
To group related material into paragraphs around a theme	
To show an awareness of fronted adverbial, although they may not be correctly demarcated	
Using mostly correctly	Capital letters
	Full stops
	Question marks
	Exclamation marks
	Commas in a list
Apostrophe to mark singular possession	
To have an awareness of inverted commas to demarcate speech	
Using the diagonal and horizontal strokes needed to join letters in most of their writing	

### End of Year 4 – Working at the expected standard

Spell most of the year 3 statutory spellings	
Spell some of the year 4 statutory spellings	
Some use of dictionary to check the spelling of more ambitious vocabulary	
To use singular and plural possessive apostrophes mostly accurate	
Use correct standard English forms for verb inflections instead of local spoken forms (for example, we were instead of we was)	
Use inverted commas and other punctuation to indicate direct speech (comma to mark reporting clause and end punctuation) – The conductor shouted, “Sit down!”	
To organise dialogue mostly correctly, e.g. new speaker, new line	
Create complex sentences, with accurate use of comma, using fronted adverbials	How – Silently trudging through the snow, Sam ...
	When – As the clock struck 12, the soldiers ....
	Where – In the distance, a lone wolf howled
To select and use determiners correctly including	articles: a/an, the
	demonstratives: this/that, these/those
	possessives: my/your/his/her/its/our
	quantifiers – some, any, no, many, much, every
Manage the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	
Use paragraphs to organise writing in fiction and non-fiction texts	
Use fronted adverbials to link ideas across paragraphs for when and where. e.g., Several hours later, ... Back at home, ...	
Use organisational devices in non-fiction writing, e.g. – captions, text boxes, diagrams, lists	
Include noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases, for example - The strict maths teacher with curly hair.....	



Plan and write an opening paragraph which combines setting and character/s
Increase the legibility, quality and consistency of their handwriting (see national curriculum document)

End of Year 4 – Working at greater depth within the expected standard	
To spell most of the year 4 statutory spellings.	
Secure application in the use of fronted adverbials across a range of genre	
Control dialogue within a narrative text ensuring a balance between the two	
To maintain a consistent approach to paragraphing across a range of genre	
To make appropriate language choices selecting nouns for precision. e.g., Burglar rather than man, bungalow rather than house	
Using the full range of punctuation taught correctly including:	
Comma to mark a fronted adverbial	
Consistent use of punctuation to demarcate dialogue	
Accurate use of the apostrophe for singular and plural possession	
Evidence of individual editing of writing leading to improvement	

End of Year 5 – Working towards the expected standard	
To spell most year 3 statutory spellings (See KLIPs document.)	
To spell some year 4 statutory spellings (see KLIPs document.)	
To select appropriate vocabulary, including noun phrases, to describe settings and characters.	
To punctuate and organise dialogue mostly accurately	
To begin to show an awareness of paragraphs to organise ideas	
Using mostly correctly	Capital letters
	Full stops
	Question marks
	Apostrophes for singular possession
	Exclamation marks
	Commas for lists
To use pronouns for cohesion to avoid repetition	
To use legible, joined handwriting.	
Create complex sentences with accurate use of commas, nouns and fronted adverbials	

End of Year 5 – Working at the expected standard
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After discussing the purpose and audience, the pupils can write for a range of purposes and audiences – selecting language that shows some awareness of the reader. (e.g. use of first person in a diary, direct address in instructions and persuasive writing)	
To spell most words correctly (year 3&4 statutory spelling lists.)	
To spell most year five statutory spellings (see KLIPS document.), showing use of a dictionary to check the spelling of uncommon or adventurous vocabulary.	
Convert nouns and adjectives using suffixes ate, ise and ify. Investigate verb prefixes, e.g., dis, de, re, pre, mis and over.	
Use some <u>conjunctions</u> to build cohesion	
Use some <u>adverbials</u> of time and place to build cohesion	
Use some <u>pronouns</u> to build cohesion	
Use some <u>synonyms</u> to build cohesion	
Indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will, must.)	
To use relative clauses beginning with who, which, where, when, whose and that.	
Use, mostly correctly	Brackets to indicate parenthesis
	Dashes to indicate parenthesis
	Commas to indicate parenthesis
	Use of commas to clarify meaning or avoid ambiguity
To create and punctuate, correctly using commas: complex sentences (Including subordinate clauses and fronted adverbials.)	Using 'ed' opening clauses, e.g., Exhausted from the race, Sam ...
	Using 'ing' opening clauses, e.g., Grinning with anticipation, Paul.....
	Using simile openers, e.g., Like a fish out of water, ..
To use legible, joined handwriting.	
To integrate dialogue to convey characters and punctuate accurately	
Evidence of individual editing of writing to improve cohesion	

End of Year 5 – Working at greater depth within the expected standard	
Drawing upon reading experiences, research and similar writing models, children will confidently write for a range of purposes selecting appropriate language and structures.	
Write with some effectiveness for a range of purposes and audiences – selecting the appropriate form.	
Use some evidence of drawing on what they have read as models for their writing. (e.g. Literary language, characterisation, structure)	
Using a range of cohesive devices within and across sentences and paragraphs.	
Select vocabulary and grammatical structures that demonstrate a growing awareness of the required formality.	
Use a wide range of clause structures, sometimes varying their position within a sentence, across a range of genres.	
Using the full range of punctuation taught most correctly, including	





Consistent use of apostrophes for possession (singular and plural) and contraction

Consistent, correct use of comma to mark boundaries.

End of Key Stage 2 statutory assessment – Working towards the expected standard	
Write for a range of purposes	
Use paragraphs to organise ideas	
In narratives, describe settings and characters	
In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)	
Using mostly correctly	capital letters
	full stops
	question marks
	apostrophes for contraction
	commas for lists
spelling most words correctly* (year 3 and 4)	
spelling some words correctly* (year 5 and 6)	
producing legible handwriting.	
End of Key Stage 2 statutory assessment – Working at the expected standard	
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)	
In narratives, describe settings, characters and atmosphere	
Integrate dialogue in narratives to convey character and advance the action	
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)	
Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs	
Use verb tenses consistently and correctly throughout their writing	
Using mostly correctly (Although all don't need to be evidenced in writing)	inverted commas
	commas for clarity
	punctuation for parenthesis
	semi-colons
	dashes
	colons
	hyphens



Spell most words correctly* (year 5 and 6) and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
Maintain legibility in joined handwriting when writing at speed.

End of Key Stage 2 statutory assessment – Working at greater depth within the expected standard
The pupil can write for a range of purposes and audiences
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 (e.g. literary language, characterisation, structure)
Distinguish between the language of speech and writing <sup>3</sup> and choose the appropriate register
Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.