

Writing Progression		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1	<b>Write imaginative, interesting, and thoughtful texts. Select appropriate and effective vocabulary.</b>	<ul style="list-style-type: none"> <li>Is beginning to produce own ideas for writing.</li> <li>Can show some control over word order producing logical statements (may be repetitive – I like... I can...).</li> <li>Can chose some words that relate to the topic.</li> <li>Can sometimes use words to describe (colour, size, simple emotion).</li> <li>Can use some describing words.</li> </ul>	<ul style="list-style-type: none"> <li>Can sequence sentences to form short narratives</li> <li>Can choose words that relate to the topic.</li> <li>Can develop some of their own ideas.</li> <li>Writing may sound like spoken language rather than written language.</li> <li>Can communicate ideas</li> <li>Can provide enough information to interest the reader (beginning to provide information and description beyond a list).</li> <li>Words are well chosen and match the topic.</li> <li>Is beginning to use some interesting and ambitious words</li> <li>Can re-read written work to check that it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>Can communicate ideas and meaning confidently in a series of sentences.</li> <li>Writing shows some evidence of a viewpoint.</li> <li>Can use adjectives and descriptive phrases for detail e.g to provide more detail about events.</li> <li>Can use some interesting and ambitious words</li> <li>Can produce work which is imaginative and clear.</li> <li>Can adopt a viewpoint (although it may not be maintained).</li> <li>Can choose some words to create effect on the reader.</li> <li>Can use the appropriate tense with increasing accuracy</li> </ul>	<ul style="list-style-type: none"> <li>Can produce imaginative writing which is interesting to read.</li> <li>Shows evidence of attention to the reader (eg elaboration, detail, adjectives etc).</li> <li>Can use ambitious word choices (picking up on ambition from Y2).</li> <li>Can create interest or humour through detail.</li> <li>Can develop ideas, characters and describe settings, feelings and emotions.</li> <li>Can use adjectives and descriptive phrases for detail.</li> <li>Vocabulary choices are relevant and support the purpose.</li> <li>Writing is developing a sense of pace.</li> <li>Some words are chosen for effect or occasion.</li> </ul>	<ul style="list-style-type: none"> <li>Can write in a lively, coherent style.</li> <li>Viewpoint is consistent and is beginning to be maintained throughout.</li> <li>Can use a range of styles confidently and individually.</li> <li>Can use interesting language to sustain and develop ideas.</li> <li>Can use precise vocabulary that links to the topic and engages the reader.</li> <li>Can produce thoughtful and considered writing (using simple explanation, opinion, justification and deduction).</li> <li>Can develop ideas using adverbial and expanded phrases before and after nouns.</li> <li>Language choices support the purpose and are interesting and varied.</li> <li>Is beginning to use figurative language including similes, metaphors and personification.</li> <li>Can use tense consistently</li> </ul>	<ul style="list-style-type: none"> <li>Can use interesting strategies to move a story forward (eg characterisation, dialogue).</li> <li>Can advise assertively in factual writing.</li> <li>Can use figurative language (not always accurately).</li> <li>Can produce writing that is varied, interesting and thoughtful.</li> <li>Can develop ideas and description through the use of a range of stylistic devices.</li> <li>Viewpoint is consistent and controlled and can use the viewpoint of others to support own opinion.</li> <li>Can select from a wide range of ambitious and imaginative vocabulary and use this precisely.</li> </ul>	<ul style="list-style-type: none"> <li>Stylistic choices maintain interest (appealing vocabulary, variety of expression, detail, description).</li> <li>Shows a clear, established and consistent viewpoint supported with clear reasoning.</li> <li>Language choices clearly support the purpose and the content covered is relevant.</li> <li>Can use a range of narrative elements with confidence (action, dialogue, description).</li> <li>Can use a variety of strategies and techniques confidently and appropriately to engage the reader (eg asides, comments, observation, suspense, tension).</li> <li>Can use literary features accurately to create effect (alliteration, figurative and emotive language, persuasive language, precise detail).</li> <li>Writing includes thorough coverage of all points and is well balanced.</li> <li>Viewpoint is strong, well-controlled and convincing.</li> <li>Is able to use a variety of tenses and moves between them appropriately</li> </ul>
2	<b>Produce texts which are appropriate to task, reader and purpose.</b>	<ul style="list-style-type: none"> <li>Can write simple phrases and sentences that can be read by others.</li> <li>Can write simple texts such as lists, stories, explanations.</li> <li>Writing shows some awareness of the purpose of the task.</li> <li>Writing can include some of the main features of the genre type.</li> </ul>	<ul style="list-style-type: none"> <li>Can match organisation to purpose.</li> <li>Writing shows that child has some awareness of structures of different genres, organisational devices and the importance of the reader.</li> <li>Writing shows attempts to adopt the appropriate style for the purpose.</li> <li>Can use features of the given genre (not always accurate).</li> </ul>	<ul style="list-style-type: none"> <li>Can adapt writing for audience and purpose at a general level (eg provide enough information about characters and settings, make a series of points).</li> <li>Can use the main features of the selected genre wth increasing accuracy).</li> </ul>	<ul style="list-style-type: none"> <li>Can adopt form and style for purpose and audience confidently.</li> <li>Can use the main features of the genre appropriately and consistently.</li> </ul>	<ul style="list-style-type: none"> <li>Can organise ideas appropriately for purpose and reader and write in a range of styles confidently and independently.</li> </ul>	<ul style="list-style-type: none"> <li>Writing shows clear purpose and awareness of the reader.</li> <li>The main features of the genre are clearly evident and appropriate to purpose.</li> <li>Ideas and content are well chosen.</li> </ul>	<ul style="list-style-type: none"> <li>Writing reflects that children are making informed choices about what is of interest to the reader.</li> <li>The development of ideas shows a clear understanding of the purpose of the text.</li> <li>The main features of the chosen genre are clearly evident and accurately developed.</li> </ul>
3	<b>Organise and present whole texts effectively, sequencing and structuring information, ideas and events.</b>	<ul style="list-style-type: none"> <li>Can use some basic phrases to open and end a story orally.</li> <li>Can start and end a story using story language.</li> <li>Is beginning to write down ideas in an appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Can use time related words to sequence ideas.</li> <li>Writing usually has a clear opening and ending.</li> <li>Can use headings to organise non-fiction writing.</li> </ul>	<ul style="list-style-type: none"> <li>Can plan writing by collecting ideas and/or key words, including new vocabulary.</li> <li>Can explore and refine sentences making simple additions, revisions and</li> </ul>	<ul style="list-style-type: none"> <li>Can structure and organise writing clearly with a clear beginning, middle and end.</li> <li>Can explore and refine sentences making additions, revisions and</li> </ul>	<ul style="list-style-type: none"> <li>Ideas and events are logically sequenced.</li> <li>Writing includes a clear introduction and conclusion with ordered points between.</li> </ul>	<ul style="list-style-type: none"> <li>The structure and organisation of writing is made clear through the use of paragraphs.</li> <li>Writing reflects clear links between paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Paragraphs are linked to support purpose (clear chronological or logical links between paragraphs).</li> <li>The sequence of sections contributes to the overall</li> </ul>

	<b>Construct paragraphs and use cohesion within and between them.</b>	order (eg in time sequence).	<ul style="list-style-type: none"> <li>• May group some writing or ideas by content (paragraph like structures).</li> <li>• Can link ideas using words such as another thing, also and then.</li> </ul>	<ul style="list-style-type: none"> <li>• corrections to their own writing.</li> <li>• Can evaluate their writing with the teacher and other pupils</li> <li>• Can re-read their writing to ensure accuracy.</li> <li>• Written work is organised and reflects a clear opening and ending.</li> <li>• Is beginning to make some attempt to place related points next to each other.</li> <li>• Can develop and extend ideas logically in structured sentences (may be over detailed or brief).</li> <li>• Is beginning to understand what a paragraph is and shows evidence of this in writing (eg one sentence paragraphs, ideas loosely grouped).</li> </ul>	<ul style="list-style-type: none"> <li>• corrections to their own writing.</li> <li>• Can evaluate their writing with the teacher and other pupils</li> <li>• Can re-read their writing to ensure accuracy.</li> <li>• Can use words such as 'also, quickly and another thing' to link their ideas.</li> <li>• Can sequence material and information in a logical style.</li> <li>• Related ideas are organised together.</li> <li>• Can use generalising words for style (sometimes, never, always, after).</li> <li>• Can link ideas and relate events including past, present and future sensibly (afterwards, eventually, before).</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas are organised by clustering points or using time sequences.</li> <li>• Sections/paragraphs often begin with a main topic sentence but ideas are beginning to be developed.</li> <li>• Can use a limited range of conjunctions to link paragraphs.</li> <li>• Overall organisation is supported by paragraphs (mostly accurate use of paragraphs).</li> <li>• The main ideas within the paragraph are developed.</li> <li>• Makes attempts to link paragraphs (eg Firstly, Also, Next – not always maintained).</li> </ul>	<ul style="list-style-type: none"> <li>• Varied techniques are used to introduce and conclude work appropriately (opinion, summary, justification, comments, questions).</li> <li>• Paragraphs are developed with relevant detail.</li> <li>• Written work reflects precise editing that improves specific aspects of the text.</li> <li>• Children can articulate the improvements they made and why.</li> </ul>	<ul style="list-style-type: none"> <li>• effectiveness and coherence of the text.</li> <li>• The links between and within paragraphs are maintained consistently.</li> <li>• Written work reflects high quality precise editing that consistently improves specific aspects of the text.</li> <li>• Children can articulate the improvements they made and why.</li> </ul>
4	<b>Vary sentences for clarity, purpose and effect.</b>	<ul style="list-style-type: none"> <li>• Can use simple words and phrases to communicate meaning (often uses simple oral language patterns).</li> <li>• May sometimes use 'and' to connect ideas.</li> <li>• Is beginning to write in a series of sentence like structures (may be repetitive).</li> </ul>	<ul style="list-style-type: none"> <li>• Can use 'and' to join ideas (may be repetitive).</li> <li>• Is beginning to write simple sentences.</li> <li>• Can use any connective (may only be 'and') to join two simple sentences.</li> <li>• Is beginning to show that they can think of different ways to start a sentence (not always using name or pronoun).</li> </ul>	<ul style="list-style-type: none"> <li>• Can vary the structure of sentences to interest the reader (sometimes using ?s, speech).</li> <li>• Can experiment with a range of sentence openers (First, Then, Next, After that, Also, Soon, Another thing).</li> <li>• Can use expanded noun phrases to describe and specify</li> <li>• Beginning to use subordination -when, If, that, or, because and co -ordination -or, and, but in their writing.</li> <li>• Use and understand the appropriate grammatical terminological in discussing their writing.</li> <li>• Can use conjunctions to link sentences (and, but, so, then, because).</li> <li>• Use of past and present tenses are generally correct including the progressive form.</li> </ul>	<ul style="list-style-type: none"> <li>• Can extend sentences using a wider range of conjunctions (when, because, if, while, after, also, as well).</li> <li>• Can use a range of sentence openers.</li> <li>• Can vary verb forms and tenses.</li> <li>• Sentences are grammatically correct.</li> <li>• Can vary the way they open sentences and use subordination (When I saw... While I was...As it was snowing...) consistently.</li> </ul>	<ul style="list-style-type: none"> <li>• Is beginning to vary the length, structure and subject of sentences.</li> <li>• Can use subordinating conjunctions (eg when, if, because) consistently.</li> <li>• Verb choices are varied.</li> <li>• Is beginning to use grammatically complex structures, adverbial phrases and subordinating clauses (I felt better when... The man, who lived on the hill... because it would make the school...) to vary sentences.</li> <li>• Can use more sophisticated sentence openers (eg although, however, nevertheless).</li> <li>• Can use a range of 'ly' words to open sentences.</li> <li>• Nouns, pronouns and tenses are accurately used.</li> </ul>	<ul style="list-style-type: none"> <li>• Using phrases and clauses to add detail.</li> <li>• Can use conjunctions to give emphasis (eg if, so as to, despite).</li> <li>• Can use subordinating clauses mostly accurately.</li> <li>• Choice of tense is consistent and appropriate.</li> <li>• Can use openers in opposition to opening sentence (eg Even though, Having, Although).</li> <li>• Can use simple and complex sentences (variety in length).</li> <li>• Can add phrases and clauses that build on the main detail and information.</li> </ul>	<ul style="list-style-type: none"> <li>• Can use complex sentence structures appropriately.</li> <li>• Can use a wider range of openers and conjunctions (meanwhile, on the other hand, consequently, unfortunately, etc).</li> <li>• Is beginning to use modal verbs to add precision when indicating suggestion and likelihood.</li> <li>• Can vary sentence length, word order, structure and subject confidently to sustain interest and provide detail and clarity.</li> </ul>
5	<b>Write with technical accuracy of syntax and punctuation in phrases, clauses and sentences.</b>	<ul style="list-style-type: none"> <li>• Can sometimes use a capital letter and a full stop in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences are almost always punctuated correctly (capitals and full stops).</li> <li>• Is beginning to use ?, ! and , but not always accurately.</li> <li>• Can use a capital letter for names of people, places,</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences show that child can use capital letters, full stops, ! and ? accurately.</li> <li>• Is beginning to use " " and , with some accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Can use punctuation accurately (full stops, capital letters, ? and !).</li> <li>• Is experimenting with a wider range of punctuation ( , " " ! ' ) with increasing accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>• Can use full stops, capital letters, ? ... ! , (in list) accurately throughout writing.</li> <li>• Is using ' and " " accurately.</li> <li>• Most sentences are demarcated accurately using punctuation ( . ? , ... ! " " ).</li> </ul>	<ul style="list-style-type: none"> <li>• Almost all sentences are correctly demarcated with punctuation from year 4.</li> <li>• Can use commas to mark phrases mostly accurately.</li> <li>• Is beginning to use ( ) - ; and :</li> <li>• Can use simple and complex sentences (variety in length).</li> </ul>	<ul style="list-style-type: none"> <li>• Can use a range of punctuation with very little omission.</li> <li>• Can use punctuation to show division between clauses, to vary pace, to create effect / atmosphere etc.</li> </ul>

			the days of the week and the personal pronoun 'I'			<ul style="list-style-type: none"> <li>Is using commas to mark phrases or clauses.</li> </ul>	<ul style="list-style-type: none"> <li>Can add phrases and clauses that build on the main detail and information.</li> <li>Is beginning to choose from a wide range of openers and conjunctions.</li> </ul>	
6	<b>Use correct spelling.</b>	<ul style="list-style-type: none"> <li>Can spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Can spell most of the common YR words.</li> </ul>	<ul style="list-style-type: none"> <li>Can spell each of the 40+ phonemes already taught</li> <li>Can spell the common exception words and days of the week</li> <li>Can name the letters of the alphabet in order</li> <li>Can use letter names to distinguish between alternative spellings of the same sound</li> <li>Can use the spelling rule for adding -s and -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>Can use the prefix -un – in spellings</li> <li>Can use -ing, -ed, -er and -est where no change is needed in the spelling of root words.</li> <li>Can write from memory simple sentences dictated by the teacher, including words using the GPCs and common exception words taught.</li> <li>Can spell YR words and Y1 words.</li> </ul>	<ul style="list-style-type: none"> <li>Can segment spoken words into phonemes and represent these with graphemes, spelling many correctly.</li> <li>Can learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones.</li> <li>Can spell common exception words</li> <li>Can spell some words with words with contracted forms (identified in SOW)</li> <li>Can spell words with possessive apostrophe (identified in SOW)</li> <li>Can add suffixes to spell longer words including, ment, ness, ly, full, less</li> <li>Can write from memory simple sentences dictated by the teacher, including words using the GPCs, common exception words and punctuation taught so far.</li> <li>Can spell all of the YR, Y1 and most of the Y2 words.</li> <li>Can usually spell simple words that are linked to the unit of work.</li> </ul>	<ul style="list-style-type: none"> <li>Can spell all of the KS1 words.</li> <li>Can use apostrophes accurately to spell shortened words.</li> <li>Can spell phonetically regular or familiar common polysyllabic words accurately.</li> <li>Can spell pronouns correctly.</li> <li>Can spell common homophones correctly.</li> <li>Can use and spell the vocabulary taught within additional units of work across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Can spell common regular verbs correctly when adding ing/ed.</li> <li>Understand and use the spelling rules for making regular words plural.</li> <li>Can spell unfamiliar regular polysyllabic words accurately.</li> <li>Can add suffixes (ing, ed, est, er, ly, etc) to words ending in e or y.</li> <li>Can use and spell the vocabulary taught within additional units of work across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Can apply with confidence the common spelling rules.</li> <li>Can spell high frequency and context words accurately.</li> <li>Can spell irregular verb tenses accurately.</li> <li>Can spell words with common endings (tion, ious, ough, ible, able, sion, etc) accurately.</li> <li>Can use and spell the vocabulary taught within additional units of work across the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Can spell a wide range of prefixes and suffixes accurately.</li> <li>Can spell almost all inflected words (an inflection is a change to the ending of a word, eg verb tenses, plurals, comparative adjectives).</li> <li>Spelling is mostly accurate throughout all writing in all subjects.</li> <li>Can use and spell the vocabulary taught within additional units of work across the curriculum</li> </ul>
7	<b>Handwriting and presentation</b>	<ul style="list-style-type: none"> <li>Can write recognisable letters, most of which are correctly formed.</li> <li>Can control the size of some letters.</li> </ul>	<ul style="list-style-type: none"> <li>Can sit correctly at a table, holding a pencil comfortably and correctly</li> <li>Can begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>Can form capital letters</li> <li>Can form digits 0-9</li> </ul>	<ul style="list-style-type: none"> <li>Can form lower-case letters of the correct size relative to one another</li> <li>Can start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left un -joined.</li> <li>Can write capital letters and digits of the correct size, orientation and relationship to one another and to lower - case letters</li> <li>Can use spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>Can use neat, joined handwriting accurately but writing may still be a little slow.</li> </ul>	<ul style="list-style-type: none"> <li>Can write in a clear, neat and legible style with clearly defined ascenders and descenders</li> </ul>	<ul style="list-style-type: none"> <li>Can write fluently in a clear, joined script at pace.</li> </ul>	