

Writing Skills Progression Grid

Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	<p><u>Listening, Attention and Understanding</u> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><u>Speaking</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction and poems where appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including the past, present and future tenses and making use of conjunctions, with modelling and support from the teacher.</p>	<p>Can say out loud what they are going to write about</p> <p>Orally rehearses sentences before writing</p> <p>Begins to sequence sentences to form short narratives</p> <p>Writing can be read without requiring mediation from the child</p> <p>Uses mainly single and co-ordinating multiclaue sentences</p> <p>May use adjectives to describe size and colour</p> <p>Read back their writing clearly</p> <p>Can identify if writing makes sense and starts to suggest improvements with prompting</p>	<p>Says out loud what they are going to write about and plans ideas on paper</p> <p>Writes down ideas and key words, including new vocabulary and may use a planning frame</p> <p>Writes simple, coherent narratives about personal experiences and those of others</p> <p>Writes effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p> <p>Maintains form when writing poetry</p> <p>Uses a wide range of single, co-ordinating and subordinating multi-clause sentences</p> <p>Uses adventurous and varied vocabulary (adjectives, adverbs)</p> <p>Evaluates the effective use of word choice, grammar and punctuation and makes some revisions and</p>	<p>Plans extended writing by discussing and recording ideas with increasing independence</p> <p>Plans ideas and vocabulary with increasing independence, using planning frames</p> <p>Writes a variety of longer and shorter pieces of narrative, non-fiction and poetry using many features of selected forms</p> <p>Creates settings and characters in narrative</p> <p>Uses a range of single clause, co-ordinating and subordinating multi-clause sentences with some variety of conjunctions</p> <p>Begins to use some ambitious vocabulary (verbs and adverbials)</p> <p>Proof-reads own and others' writing and assesses its effectiveness, editing for grammar, vocabulary, spelling and punctuation, making improvements</p> <p>Reads aloud their own</p>	<p>Plans extended written pieces using vocabulary and grammar influenced by other writers when discussing and recording ideas</p> <p>Uses planning frames and models independently</p> <p>Writes a variety of longer and shorter pieces of narrative, non-fiction and poetry for a range of purposes and audiences, demonstrating many appropriate features of the genre or text type</p> <p>Creates varied settings, characters and plots in narrative</p> <p>Uses a wide range of sentence structures and conjunctions</p> <p>Starts to make some deliberate as well as ambitious choices of vocabulary</p> <p>Proof-reads own and others' writing and evaluates its effectiveness, editing for grammar, vocabulary, spelling and punctuation, making appropriate</p>	<p>Draws ideas for charatcers or settings in narrative from what they have read, listened to or seen performed</p> <p>Reseraches ideas when writing non-fiction</p> <p>May identify the audience and purpose for writing with support</p> <p>Uses appropriate planning models independently and effectively</p> <p>Uses the drafting process to make choices of grammar and vocabulary to clarify and enhance meaning, including use of a thesaurus</p> <p>Writes a variety of longer and shorter pieves of narrative, non-fiction and poetry for a range of purposes and audiences, using most features of the genre or text type appropriately</p> <p>Varies sentence structures and makes some deliberate decisions about sentence lengths</p> <p>Makes deliberate and</p>	<p>Independently draws ideas for both characters and settings in narrative from what has been rea, listened to or seen performed</p> <p>Independently identifies audience and purpose for writing</p> <p>Reseraches ideas, especially in non-fiction</p> <p>Uses a wide range of planning models, appropriate to form, selecting the most effective</p> <p>Writes effectively for a range of purposes and audiences, selecting the appropriate from and drawing independently on what they have read as models for their own writing</p> <p>Effectively adds detail, qualification and precision by using adverbs, prepositional phrases and expanded noun phrases</p> <p>Precises longer passages appropriately</p> <p>Makes deliberate choices to use a wide range of clause structures and sentence</p>

			<p>corrections</p> <p>Makes simple additions, revisions and proof-reading corrections to their own writing</p> <p>Edits verbs for tense to indicate time, including the progressive tense</p>	<p>writing to a group or the whole class and starts to use intonation so that the meaning is clear</p> <p>Edits for correct and consistent tense</p>	<p>changes to improve cohesion, including using pronouns to avoid repetition</p> <p>Reads aloud their own writing to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Edits for correct and consistent tense, including editing of the present perfect</p>	<p>appropriate vocabulary choices</p> <p>Uses dialogue independently to begin to provide more information about characters</p> <p>Assess effectiveness, evaluates and edits writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and to clarify meaning within own and others' writing</p> <p>Edits for correct subject-verb agreement when using singular and plural</p> <p>Edits for correct, consistent and appropriate tense in writing including the present, past, progressive and perfect tenses</p>	<p>lengths and varies their position within the sentence, understanding the effect this has on the audience</p> <p>Makes deliberate and informed vocabulary choices (using a thesaurus when appropriate)</p> <p>Describes settings, characters and atmosphere in narratives</p> <p>Integrates dialogue in narratives to convey characters and advance action</p> <p>Assesses effectiveness, evaluates and edits writing, proposing changes to the vocabulary, grammar and punctuation to enhance effects and clarify meaning within own and others' writing</p> <p>Edits for correct subject-verb agreement when using singular and plural</p> <p>Edits for consistent, correct and appropriate use of tense throughout a piece of writing, especially when varying tense within a piece of writing, e.g. flashbacks</p>
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Punctuation		<p>Punctuates many sentences using a capital letter and a full stop.</p> <p>Sometimes uses a question mark or an exclamation mark.</p> <p>Uses a capital letter for the names of people, places, the days of the week and the personal pronoun 'I'.</p>	<p>Uses capital letters, full stops, exclamation marks and question marks to demarcate sentence boundaries.</p> <p>Uses commas to separate items in lists.</p> <p>Uses capital letters for almost all proper nouns.</p> <p>Spells most words with contracted forms and uses apostrophes for some singular possession in nouns.</p>	<p>Uses the full range of punctuation taught to the end of year 3 almost always correctly: full stops; capital letters for proper nouns; exclamation and question marks; commas in lists.</p> <p>Uses inverted commas to punctuate direct speech.</p> <p>Uses apostrophes for contractions and singular possession in nouns mostly accurately, including some irregular words.</p>	<p>Uses the full range of punctuation taught to the end of year 3 almost always correctly: full stops; capital letters for proper nouns; exclamation and question marks; commas in lists; apostrophes for contractions and singular and plural possession in regular and irregular nouns.</p> <p>Almost always follows a fronted adverbial with a comma.</p> <p>Uses inverted commas mostly accurately and places a comma after a reporting clause (where appropriate) to punctuate direct speech.</p> <p>Uses the possessive apostrophe in singular and plural nouns, including nouns with irregular plurals.</p>	<p>Uses the full range of punctuation taught to the end of year 4 almost always correctly: full stops; capital letters for proper nouns; exclamation and question marks; commas in lists and after fronted adverbials; apostrophes for contractions and singular and plural possession in regular and irregular nouns.</p> <p>Uses commas to clarify meaning and avoid ambiguity within writing.</p> <p>Uses brackets, dashes and commas for parenthesis.</p> <p>Uses the full range of punctuation for direct speech accurately and may also use inverted commas for quotations, where appropriate.</p>	<p>Uses the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, uses such punctuation precisely to enhance meaning and avoid ambiguity.</p> <p>Consistently, correctly and appropriately uses: brackets, dashes or commas (for parenthesis); commas (to clarify meaning or avoid ambiguity); colons and semi-colons (in lists); hyphens (to avoid ambiguity); and bullet points.</p> <p>Uses colons and semi-colons to mark the boundary between independent clauses and may also use dashes in less formal writing.</p>

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Grammar		<p>Leaves spaces between words</p> <p>Adds suffixes to verbs where no change is needed to the root words (helping, helped, helper)</p> <p>Uses regular plural noun suffixes -s or -es</p> <p>Uses some simple adjectives to build noun phrases, e.g. size or colour</p> <p>Joins words and clauses using and</p> <p>May begin to use other coordinating and subordinating conjunctions, e.g. but and because</p> <p>Sometimes marks the beginning or ending of writing using story language, e.g. Once upon a time or happily ever after</p> <p>Terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>	<p>Forms nouns using suffixes (appendix 1)</p> <p>Uses varied and adventurous adjectives, adverbs and expanded noun phrases to describe</p> <p>Uses co-ordination and some subordination to join clauses</p> <p>Writes using the correct form of past and present tense, including progressive in some writing</p> <p>Uses sentences with different forms (statements, questions, explanations and commands)</p> <p>Writing has a clear beginning, middle and end</p> <p>Terminology: noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past and present) apostrophe, comma</p>	<p>Uses words that come from the same word families (solve, solution, solver)</p> <p>Uses a wide range of ambitious adjectives, adverbs and expanded noun phrases to describe and specify</p> <p>Use verbs as adjectives to specify (<i>The sobbing child</i>)</p> <p>Uses the present perfect form of verbs</p> <p>Expresses time, place and cause using conjunctions, adverbs and prepositions</p> <p>Uses adverbs and adverbial phrases to sequence time, identify place or describe manner</p> <p>Usually uses simple paragraphs</p> <p>Terminology: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas</p>	<p>Uses standard English forms for verb inflections instead of local spoken forms (we were/I did)</p> <p>Creates noun phrases in a variety of ways</p> <p>Writes using a variety of verb tenses appropriate to form (progressive, present perfect, simple past and present)</p> <p>Expresses time, place and cause by using a wide variety of conjunctions, adverbs and prepositions</p> <p>Creates cohesion by using a wide range of adverbials</p> <p>Uses pronouns to avoid repetition of nouns</p> <p>Mostly uses paragraphs in fiction and non-fiction</p> <p>Uses some organisational devices in non-narrative writing</p> <p>Terminology: determiner, pronoun, possessive pronoun, adverbial</p>	<p>Converts nouns or adjectives into verbs using suffixes</p> <p>Uses relative clauses using a range of relative pronouns (or an implied relative pronoun)</p> <p>Modifies and specifies noun phrases, for example by using adverbs (<i>the extremely tall teacher</i>)</p> <p>Uses a variety of appropriate verb tenses</p> <p>Uses modal verbs</p> <p>Organises paragraphs to develop and expand some ideas</p> <p>Uses a range of organisational devices in non-narrative writing</p> <p>Uses cohesive devices within and across paragraphs including pronouns, repetition of a word or phrase, tense and adverbials</p> <p>Terminology: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>Understands and uses formal and informal vocabulary depending on context</p> <p>Uses passive mostly appropriately, e.g. to change perspective in journalistic writing or to create suspense in stories</p> <p>Selects verb forms for meaning and effect</p> <p>Distinguishes between the language of speech and writing and chooses the appropriate register.</p> <p>Uses paragraphs to organise and expand ideas, descriptions, themes or events, varying the length to build purpose</p> <p>Uses varied layout devices</p> <p>Links ideas confidently and consistently within and across paragraphs, using a wide range of cohesive devices</p> <p>Terminology: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.</p>

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Transcription (spelling and handwriting)	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentence that can be read by others.</p>	<p>Spells words containing each of the 40+ phonemes and common exception words</p> <p>Uses the spelling rules for Year 1 accurately (NC appendix one)</p> <p>Sits correctly at a table, holding a pencil comfortably and correctly and forms lower case, capitals and digits 0-9 correctly</p> <p>Understands which letters belong to which handwriting 'families'</p>	<p>Segments spoken words into phonemes and represents these by graphemes, spelling most correctly</p> <p>Spells most common exception words from appendix 1</p> <p>Uses a dictionary to check the spelling of words, using the first letter of a word</p> <p>Adds suffixes to spell most words correctly in their writing including -ment, -ness, -ful, -less and -ly</p> <p>Uses most of the spelling rules for Years 1 & 2 (NC appendix 1)</p> <p>Uses the diagonal and horizontal strokes needed to join some letters</p> <p>Writes capital letters and digits of the correct size, orientation and relationship to one another</p> <p>Holds a pencil comfortably and correctly</p>	<p>Applies phonological knowledge to spell most regular words accurately</p> <p>Spells words using the spelling rules for Years 1 & 2 and some of the rules for Years 3 & 4 (NC appendix one)</p> <p>Uses a dictionary to check the spelling of words, starting to use the first two letters of a word</p> <p>Maintains consistency in spacing and size of words throughout most writing</p> <p>Diagonal and horizontal strokes are used consistently to join letters where appropriate</p>	<p>Spells words using the spelling rules for Years 1 & 2 and almost all of the rules for Years 3 & 4 (NC appendix one)</p> <p>Uses a dictionary to check the spelling of words, using the first three letters of a word</p> <p>Uses understanding of word families and root words to spell correctly words related in form and meaning</p> <p>Writes legibly, consistently and with increasing quality</p> <p>Uses diagonal and horizontal strokes consistently to join letters with an understanding that some adjacent letters may be best left unjoined</p>	<p>Spells words using the spelling rules for Years 1, 2, 3, 4 and some of the rules for Years 5 & 6 (NC appendix one)</p> <p>Uses the first three (plus) letters of a word to check its spelling and meaning in a dictionary</p> <p>Distinguishes between homophones and other words that are often confused and spells words with silent letters</p> <p>Maintains legible, fluent handwriting when writing at efficient speed</p>	<p>Spells words using the spelling rules for Years 1, 2, 3, 4 and almost all of the rules for Years 5 & 6 (NC appendix one)</p> <p>Uses a dictionary to check the spelling of uncommon or more ambitious vocabulary</p> <p>Maintains legible, fluent handwriting when writing at efficient speed</p>

