

Progression of writing skills

Writing composition (based on End of Year Expectations)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can say my sentences out loud to help me decide what I want to write	I can write narratives about my personal experiences and those of others (real and imaginary)	I can discuss and use texts that I have read and are familiar with to plan my writing	I can use texts that I have read and are familiar with to plan my writing	I can plan using an appropriate template given the audience for and purpose of my writing	I can identify the audience for and purpose of my writing, selecting the appropriate form when planning my writing
I can write sentences by saying out loud what I want to write about before I write them down	I can write recounts of real events I have experienced or have learnt about	I can use the structure, grammatical feature and vocabulary of texts that I have read to help me plan my writing	I can use the structure, vocabulary and grammar of texts that I have read to help me plan my writing	I can use other similar writing as a model for my own when planning	I can use other similar writing as a model for my own when planning
I can write simple stories by sequencing my sentences in order	I can write poems based on the poems I have read in class	I can share my ideas and record them in given ways when planning my ideas for a range of writing	I can share my ideas and record them in different ways when planning my ideas for a range of writing	I can use the grammatical features and vocabulary of the text types I have read to support my writing	I can note and develop my original ideas, drawing on my reading and research when planning
I can sequence my sentences in chronological order to recount an event or an experience	I can write for different purposes in the style of the narratives, information texts, recounts and non-fiction texts I have read in class	I can compose my sentences orally before writing them down	I can compose and rehearse my sentences for effect orally before writing them down	I have begun to think about how authors develop characters and setting in stories I have read, listened to and use this to plan my writing	I can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what I have read as a model for my writing
I can reread what I have written to check it makes sense	I can plan and say out loud what I want to write about	I can use a range of simple and compound sentences to share my ideas when writing	I can build and use a varied and an increasing range of sentence structures to share my ideas when writing	When writing narratives, I can include relevant ideas, ensure my content is appropriate and establish and maintain a viewpoint	I can consider how authors develop characters and setting in stories I have read, listened to or performed and use this to plan my writing

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can share my written work by read it aloud to others	I can organise my work so that my ideas, key words and phrases, are written down sentence by sentence	I can vary my sentences, adding phrases to make the meaning more precise	I can write using paragraphs organised around a theme	I can use organisational and presentational features to structure texts e.g. bullet points and underlying	I can select the appropriate grammar and vocabulary when drafting and writing to change and enhance meaning
I can talk about my written work, sharing my thought about what I have written and why	I can evaluate my work with my teacher and my peers, adding words or phrases, correcting mistakes and improving my work where necessary	I am aware of and am beginning to use paragraphs in my writing	When writing narratives, I can create imaginative settings, characters and a plot	I can organise my writing into paragraphs where ideas are clusters relating to points, places or by time sequences	When writing narratives, I can describe the setting, characters, atmosphere and integrate dialogue to convey characters and advance the action
	I can re-read my work to check verbs are used correctly and consistently	When writing narratives, I can create clear settings, characters and a plot	When writing non-narratives, I can use organisational features to structure my writing	I can sustain and develop ideas within paragraphs	I can use a wide range of devices to build cohesion within and across paragraphs
	I can proof read my work to check for mistakes in spelling, grammar and punctuation	When writing non-narratives, I can use simple organisational features e.g. headings and sub-headings	I can evaluate and edit my writing by assessing the effectiveness of it and suggest improvements e.g. the accurate use of pronouns in a sentence	I can use paragraphs to organise information logically and to shape non-fiction texts effectively	I can use further organisational and presentational device to structure texts and guide the reader e.g. bullet points and underlying
		I can evaluate and edit my writing by assessing against success criteria and suggest improvements	I can edit my writing by taking on board improvements suggested by my peers	I try to ensure that the style of my writing is appropriate to the purpose and the audience it is intended for	I can evaluate and edit my work by assessing the effectiveness of my own and others work

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		I can edit my writing by taking on board suggested improvements	I can check my work to ensure that I consistently use the correct grammar and vocabulary	I can evaluate and edit my work by assessing the effectiveness of my own and others work	I can edit my work by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
		I am beginning to re-read my work to check to it make sense and I haven't made simple spelling and punctuation errors	I can check my work to see if sentences can be re-organised to give them greater impact	I can edit my work by proposing changes to vocabulary, grammar and punctuation to enhance effects	I can evaluate and edit my work to ensure the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
			I can read aloud my work using the appropriate intonation and controlling the tone and volume so that meaning is clear	I can evaluate and edit my work to ensure the consistent and correct use of tense throughout my piece of writing	I can proof-read for spelling and punctuation errors
				I can proof-read for spelling and punctuation errors	

Progression of writing skills

Punctuation (based on End of Year Expectations)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can write sentences leaving finger spaces between my words	I can use full stops and capital letter and question marks to demarcate sentences	I am beginning to use commas after fronted adverbials in my writing	I can use commas after fronted adverbials in my writing	I can use dialogue effectively and punctuate it accurately	I can use brackets, dashes and commas to indicate parenthesis
I can write sentences that have full stops and capital letter used correctly	I can use exclamation marks to demarcate sentences	I am beginning to use the possessive apostrophe to indicate possession with plural nouns	I can use the possessive apostrophe to indicate possession with plural nouns accurately and consistently	I can use commas to clarify meaning or avoid ambiguity in my writing	I can use semi-colons, colons and dashes to mark boundaries between independent clauses
I can write sentences that have question marks and exclamation marks used correctly	I can use commas to separate items when writing a list	I can use inverted commas to punctuate direct speech accurately	I can use inverted commas and other punctuation to punctuate direct speech throughout my work	I can use hyphens to avoid ambiguity	
I can use capital letters for people's names, places and days of the week	I can use an apostrophe to mark where letters are missing in spellings e.g. we're			I can use semi-colons to mark boundaries between independent clauses	
I can use a capital letter for the personal pronoun I	I can use an apostrophe to mark singular possessive nouns e.g. the girl's name			I can use a colon to introduce a list	
				I can punctuate bullet points consistently	

Progression of writing skills

Vocabulary and Grammar (based on End of Year Expectations)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can explain what the words singular and plural mean	I can explain what a noun, adjective, adverb and verb are	I can use a wider range of conjunctions e.g. when, if, because and although to join more than one clause to develop my sentences	I can use a wider range of conjunctions to join more than one clause to extend my sentences	I can ensure the consistent and correct use of a tense throughout a piece of writing	I can recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
I can use 'and' to join words and clauses	I can use subordination (<i>when, if, that, because</i>) and co-ordination (<i>or, and, but</i>) to create my sentences	I can write the both the present tense and past tense form of verbs	I can use short sentences to speed up action sequences	I can use the perfect form of a verb to mark relationships of time and cause	I can use passive verbs to affect the presentation of information in a sentence
I can write longer sentences using words other than 'and' to join my ideas together	I can use expanded noun phrases to add description and specification to my sentences	I can choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition in my writing	I can choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition in my writing	I can use expanded noun phrases to give information concisely or to add well thought out details to my writing	I can use expanded noun phrases to convey complicated information concisely
I can confidently start my sentences in different ways	I can explain grammatical patterns in different types of sentences e.g. a statement, a question, an exclamation or a command	I can use conjunctions and adverbs to express time and cause	I can confidently use conjunctions, adverbs and prepositions to express time and cause	I can use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs	I can choose and use modal verbs or adverbs to indicate degrees of possibility
I can explain how the suffixes -s and -es change the meaning noun words	I can write sentences in the past and present tense	I am beginning to use fronted adverbials in my writing	I can use expanded noun phrases with modifying adjectives and prepositional phrases e.g. The strict teacher with curly hair	I can choose vocabulary to engage the reader	I can confidently use relative clauses beginning with <i>who, which, where, when, whose</i> that or with an implied relative noun for effect

Progression of writing skills

Vocabulary and Grammar (based on End of Year Expectations)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can explain how the prefix un- changes words		I understand and are beginning to can use the terminology clause and subordinate clause when talking about sentences	I am beginning to use combinations of good adjectives, similes, metaphors to create powerful images of characters I am writing about	I can use expanded noun phrases to add well thought out detail to my writing	I can use verb tenses consistently and correctly throughout my writing
			I can use the standard English forms of verb inflections instead of spoke forms e.g. we were <i>not</i> we was consistently and confidently	I am beginning to use modal verbs or adverbs to indicate degrees of possibility	
			I understand and can use the terminology clause and subordinate clause when talking about sentences	I am beginning use relative clauses beginning with who, which, where, when and whose	

Progression of writing skills

Spelling (based on End of Year Expectations)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can spell words with the 40+ phonemes I have already learnt	I can spell by segmenting words in phonemes and represent these as graphemes	I can spell using the new prefixes and suffixes I have been taught e.g. anti, auto	I can spell using the new prefixes and suffixes I have been taught e.g. -ation, ous, ion	I can spell using prefixes and suffixes I have been taught	I can spell using prefixes and suffixes I have been taught and understand the guidance for adding them
I can spell the common exception words I have already learnt from the year 1 list	I can spell familiar common homophones	I understand how adding a prefix or suffix changes the meaning of root words	I can confidently explain how adding a prefix or suffix changes the meaning of root words	I can form verbs with prefixes e.g. dis, de, mis, over and re	I can spell most words from the year 5/6 spelling list
I can spell the days of the week correctly	I can spell the common exception words I have already learnt	I can spell the new homophones I have been taught e.g. he'll, heal, heel	I can spell the new homophones I have been taught e.g. accept and except, whose and who's	I can convert nouns or adjectives into verbs by adding a suffix e.g. ify, ate	I can spell some words with 'silent' letters I have been taught e.g. knight, psalm, solemn
I can name the letters of the alphabet in order	I can spell words with contracted forms e.g. I'll, we'll	I can spell the common exception words I have already learnt from the Year 3 and 4 word list	I can spell the commonly misspelt words I have already learnt from the year 3 and 4 list	I can distinguish between homophones and other words which are often confused	I can use a dictionary to check the spelling of uncommon or more ambitious vocabulary
I can use letter names to show alternative spellings for the same sounds	I can spell words with the possessive apostrophe that are familiar to me e.g. the girl's book	I can use the first two letters of a word to check the spelling in the dictionary	I can spell words using the possessive apostrophe in regular words accurately e.g. girls'	I can spell the commonly misspelt words I have already learnt from the year 5 and 6 list	
I can spell plural noun words using the suffixes -s and -es	I can use the suffixes -ment, -ness, -less, -ly to spell longer words	I can spell using the spelling rules I have been taught in year 3	I can consistently spell words using the possessive apostrophe with irregular plurals e.g. children's	I can use dictionaries to check the spelling and meaning of words	
I can use the prefix un- to spell words	I can spell using the spelling rules I have been taught in year 2	I can write from memory the simple sentences my teacher tells me spelling the words correctly, including punctuation I have learnt so far	I can use the first two or three letters of a word to check it's spelling in the dictionary with accuracy	I can confidently use a dictionary to check the spelling, meaning or both of an widening vocabulary	

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can use the suffixes -ing, -ed -er and -est to spell words	I can write from memory the simple sentences my teacher tells me spelling the words correctly, including punctuation I have learnt so far		I can spell using the spelling rules I have been taught in year 4	I can use a thesaurus to choose more appropriate words for my writing	
I can spell using the spelling rules I have been taught			I can write from memory the simple sentences my teacher tells me spelling the words correctly, including punctuation I have learnt so far		
I can write from memory the simple sentences my teacher tells me spelling the words correctly					

Progression of writing skills

Handwriting and presentation (based on End of Year Expectations)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can sit correctly at my table and hold a pencil comfortably and correctly	I can form my lower-case letters so that they are of the correct size relative to one another	My handwriting is neat and legible	I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined	I can write legibly, fluently and with increased speed	I can write legibly, fluently and with increased speed
I can form my lower case letters in the correct direction, starting and finishing in the right place	I am beginning to join some of my letters using the first basic joins	My letters are well formed and joined where appropriate	My handwriting is clear, legible, showing consistency and quality		I can choose which shape of a letter to use when given choices and decide whether or not to join specific letters
I can form my capital letters in the correct direction, starting and finishing in the right place	I can write capital letters and digits of the correct size, orientation and relationship to one another and to the lower case letters				I can choose the style of writing that is most appropriate to the type of writing I am engaged in
I can form the digits 0-9 correctly	The spaces between my words reflect the size of my letters				