



WRITING PROGRESSION OF SKILLS

	Composition (coverage of genres and coverage of genre features)	Grammar and Punctuation	Transcription - Spelling	Transcription - Handwriting
R	<ul style="list-style-type: none">• Children use their phonic knowledge to write words in ways which match 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. <p>Planning:</p> <ul style="list-style-type: none">-Saying out loud what they are going to write about.-Composing a sentence orally before writing it. <p>Editing:</p> <ul style="list-style-type: none">-Discuss what they have written with the teacher or other pupils	<ul style="list-style-type: none">• Finger spaces, capital letters and full stops.	<ul style="list-style-type: none">• Write their names correctly.• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.• Clap and count 2 syllable words	<ul style="list-style-type: none">• Uses a pencil and holds it effectively to form recognisable letters most of which are correctly formed.• Sit correctly at a table, holding a pencil comfortably and correctly.• Write from left to right and top to bottom.



	Composition (coverage of genres and coverage of genre features)	Grammar and Punctuation	Transcription - Spelling	Transcription - Handwriting
1	<p>Planning:</p> <ul style="list-style-type: none"> -Saying out loud what they are going to write about. -Composing a sentence orally before writing it. <p>Drafting:</p> <ul style="list-style-type: none"> -Sequencing sentences to form short narratives -Re-reading what they have written to check that it makes sense <p>Editing:</p> <ul style="list-style-type: none"> -Discuss what they have written with the teacher or other pupils <p>Text Types / Purpose:</p> <p>Writing to entertain:</p> <ul style="list-style-type: none"> - Stories (including retellings) (<i>sequence, noun phrases, adjectives, adverbials</i>) - Descriptions (<i>adjectives; noun phrases</i>) - Poetry (<i>rhyming words; separating lines appropriately; simple punctuation</i>) - Character <p>Writing to inform:</p> <ul style="list-style-type: none"> - recount (<i>sequence, past tense, adjectives, noun phrases</i>) - letter (<i>first person, questions, exclamations</i>) - instructions (<i>imperative verbs, adverbs of time, adjectives</i>) - non-fiction texts (<i>statements, facts, pictures, labels, captions</i>) 	<ul style="list-style-type: none"> -Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. -Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. 	<ul style="list-style-type: none"> -Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. -Use letter names to distinguish between alternative spellings of the same sound Use plurals (<i>s/ es</i>); -Use prefixes (<i>un</i>); -Add a suffix (<i>ing/ er/ ed</i>); -Spelling days of the week and Year 1 common exception words; -Spell simple contractions; -Recognise that homophones have different spellings but the same sound; -Clap and count 2 syllable words 	<ul style="list-style-type: none"> -Sit correctly at a table, holding a pencil comfortably and correctly. -Write from left to right and top to bottom. -Correct letter formation and size for all letters (lower and uppercase) -Leave finger spaces between words. -Understand which letters belong to which handwriting 'families' and to practise these.



	Composition (coverage of genres and coverage of genre features)	Grammar and Punctuation	Transcription - Spelling	Transcription - Handwriting
2	<p><u>Planning:</u> Planning or saying out loud what they are going to write about.</p> <p>Begin to use a given Success Criteria.</p> <p><u>Drafting:</u> Writing down ideas and/or key words, including new vocabulary.</p> <p>Encapsulating what they want to say, sentence by sentence.</p> <p><u>Editing:</u> Evaluating their writing with the teacher and other pupils.</p> <p>Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Proofreading to check for errors in spelling, grammar and punctuation.</p> <p><u>Text Types / Purpose:</u></p> <p><u>Writing to entertain:</u> - stories (including retellings) (<i>sequence, expanded noun phrases, adjectives, adverbials</i>)</p>	<p>Use full stops, question marks, exclamations;</p> <p>Commas to separate items in a list;</p> <p>Begin to use inverted commas</p>	<p>Use alternative spelling patterns for words where one or more spelling pattern is already known.</p> <p>Use irregular plurals (<i>eg. baby - babies, mouse - mice</i>);</p> <p>Independently use simple prefixes (<i>un/ dis</i>);</p> <p>Use suffixes, including spelling changes (<i>ness/ er/ ess/ ly</i>);</p> <p>Apostrophes to mark contractions; spell more common words with contracted forms (<i>eg couldn't/ can't</i>)</p> <p>Select the correct spelling for homophones (<i>eg. there/ their/ they're</i>)</p> <p>Spell decodable high frequency words correctly (<i>assessment each half term</i>)</p> <p>Spell Year 2 common exception words</p> <p>Count and spell 3 and 4 syllable words;</p>	<p>Correct letter formation for all letters (lower and uppercase)</p> <p>Begin to join using diagonal and horizontal strokes</p> <p>Leave appropriate spaces between words</p> <p>Independently write within lines to organise work.</p>



<p>- descriptions (<i>adjectives; adverbs; expanded noun phrases</i>)</p> <p>- poetry</p> <p>(<i>rhyming words; separating lines appropriately; variety of punctuation; use of adjectives</i>)</p> <p>- in-character/ role</p> <p><u>Writing to inform:</u></p> <p>- recount (<i>sequence, past tense, adjectives, expanded noun phrases, adverbials</i>)</p> <p>- letter (<i>first person, questions, exclamations</i>)</p> <p>- instructions (<i>imperative verbs, adverbs of manner, adverbs of time, adjectives</i>)</p> <p>- non-fiction texts (<i>statements, facts, pictures, labels, captions</i>)</p> <p>To write from memory simple sentences using common exception words and Year 2 punctuation.</p>			
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	Composition (coverage of genres and coverage of genre features)	Grammar and Punctuation	Transcription - Spelling	Transcription - Handwriting
<p style="text-align: center; font-size: 2em; font-weight: bold;">3</p>	<p>Planning: Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Orally rehearse sections of writing including the written sequence of sections. Eg. Boxing up, Story Mountain. Use given success criteria.</p> <p>Drafting: Organising paragraphs around a theme. In narratives, creating settings, characters and plot. In non-narrative material, using simple organisational devices (headings & subheadings)</p> <p>Editing: Assessing the effectiveness of their own and others' writing and suggesting improvements. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proofread for spelling and punctuation errors</p>	<p>Word Formation of nouns using a range of prefixes (<i>super-</i>, <i>anti-</i>, <i>auto-</i>) Use of the forms a or an according to whether the next word begins with a consonant or a vowel (<i>a rock</i>, <i>an open box</i>) Word families based on common words, showing how words are related in form and meaning (<i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>) Use a range of prefixes, (<i>super</i>, <i>anti</i>, <i>auto</i>) Use noun/pronouns with cohesion</p> <p>Sentence Expressing time, place and cause using: conjunctions (<i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>) Adverbs (<i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>) Prepositions (<i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>) Use a range of conjunctions including <i>when/if/because/although</i>, to write sentences containing more than one clause.</p>	<p>Use the first two or three letters of a word to check its spelling. Write simple sentences from memory dictated by the teacher. Can spell some common homophones, e.g. their and there.</p>	<p>Sits appropriately with one hand on the paper and pencil held at 45 degrees. Writes with increasing legibility, e.g. lower case letters are an equal size; capitals are appropriate size and not joined to lower-case letters. Presentation: leave line spaces where appropriate, e.g. below a heading Begins to use horizontal and vertical strokes that are needed to join letters and is starting to understand which adjacent letters are best left unjoined.</p>



<p><u>Text types / purposes:</u></p> <p><u>Writing to Entertain:</u></p> <ul style="list-style-type: none"> • Stories • Descriptions • Poetry • Characters/Settings <p>Text features:</p> <ul style="list-style-type: none"> • Use detailed description • Uses pronouns to avoid repetition. • Uses conjunctions, adverbs and prepositions • Use of paragraphs to organise in time sequence <p><u>Writing to Inform:</u></p> <ul style="list-style-type: none"> • Recount • Letter • Explanation • Biography • Newspaper • Instructions <p>Text features:</p> <ul style="list-style-type: none"> • Use paragraphs used to group related ideas • Use headings/subheadings <p><u>Writing to Persuade:</u></p> <ul style="list-style-type: none"> • Advertising • Letter • Speech • Poster 	<p>Demonstrate a range of sentence structures (<i>Subordinate clause and a range of conjunctions</i>)</p> <p>Uses some present perfect form of verbs (<i>She has gone</i>) instead of the simple past (<i>She went</i>).</p> <p><u>Text</u></p> <p>Introduction to paragraphs as a way to group related material.</p> <p>Headings and subheadings to aid presentation.</p> <p>Use of the present perfect form of verbs instead of the simple past (<i>He has gone out to play contrasted with He went out to play</i>)</p> <p><u>Punctuation</u></p> <p>Introduction to inverted commas to punctuate direct speech.</p> <p>Uses punctuation mostly accurately including some use of inverted commas to indicate direct speech.</p>		
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	<p>Text Features:</p> <ul style="list-style-type: none">● Use of 2nd person● Planned repetition● Facts and statistics● Adjectives for positive description	<p><u>Terminology to be introduced</u></p> <p>Preposition Conjunction Word family Prefix Clause Subordinate clause Direct speech consonant Consonant letter, vowel, Vowel letter Inverted commas (or 'speech marks')</p>		
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	Composition (coverage of genres and coverage of genre features)	Grammar and Punctuation	Transcription - Spelling	Transcription - Handwriting
4	<p>Planning: Discussing and recording ideas.</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Orally plans the structure of whole piece including supporting details. E.g. Boxing up, story mountain.</p> <p>Use given Success Criteria.</p> <p>Drafting: Organising paragraphs around a theme.in narratives, creating settings, characters and plot.</p> <p>In non-narrative material, using simple organisational devices.</p> <p>Editing: Assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proofread for spelling and punctuation errors</p>	<p>Word The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms (<i>we were instead of we was, or I did instead of I done</i>)</p> <p>Further prefixes and suffixes and how to add them.</p> <p>Can use homophones consistently. Place apostrophes in regular and irregular plurals (<i>girls' and boys'</i>)</p> <p>Apply words with contracted forms</p> <p>Sentence Noun phrases; expanded by the addition of modifying adjectives, nouns and prepositional phrases (<i>the teacher expanded to: the strict maths teacher with curly hair</i>)</p> <p>Can use fronted adverbials to express time, place and cause using conjunctions, adverbs or prepositions. (<i>Later that day, I heard the bad news.</i>)</p> <p>Will make greater use of pronouns and nouns across sentences to avoid repetition.</p> <p>Use paragraphs to link ideas around a theme.</p> <p>Confidently and consistently express time and cause using prepositions and adverbs</p>	<p>Spell further homophones</p> <p>Spell words that are often misspelt (Appendix 1)</p> <p>Use further prefixes and suffixes and understand how to add them.</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting (<i>ensure downward strokes of letters are parallel and lines of writing are spaced efficiently so ascenders and descenders do not touch</i>)</p> <p>Consistent sizing on most occasions.</p>



	<p><u>Text types:</u></p> <p><u>Writing To entertain:</u></p> <ul style="list-style-type: none"> • Stories • Descriptions • Poetry • Characters/Settings <p><u>Text features:</u></p> <ul style="list-style-type: none"> • Use detailed description- expanded noun phrases, fronted adverbials • Use paragraphs to organise in time sequence • Explore and compare different forms of past tenses- progressive and possessive • Subordinate clauses <p><u>Writing To inform:</u></p> <ul style="list-style-type: none"> • Recount • Letter • Explanation • Biography • Newspaper • Instructions <p><u>Text Features:</u></p> <ul style="list-style-type: none"> • Paragraphs to group ideas • Subheadings to label content • To add detail to writing through subordinating conjunction, expanded noun phrases, commas, relative clauses, present perfect. 	<p>(before, after, during, in, because of,)</p> <p>Consistently use inverted commas and other punctuation to indicate direct speech.</p> <p>Use commas after fronted adverbials (Eventually, the waiter arrived.)</p> <p>Evaluate and edit their work.</p> <p><u>Text</u></p> <p>Use of paragraphs to organise ideas around a theme.</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>Use narrative structure- opening, build up, dilemma, resolution, ending).</p> <p>Use increasing range of poetic techniques (<i>rhyming couplets, onomatopoeia</i>) and structures (<i>free verse, acrostic</i>)</p> <p>Chronological order</p> <p><u>Punctuation</u></p> <p>Use of inverted commas and other punctuation to indicate direct speech (<i>a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"</i>)</p> <p>Apostrophes to mark plural possession (<i>the girl's name, the girls' names</i>).</p> <p>Use of commas after fronted adverbials</p>		
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Writing To persuade:

- Advertising
- Letter
- Speech
- Poster

Text features:

- Use of 2nd person
- Planned repetition
- Use of facts and statistics
- Adjectives for emotive language.
- Use of sentence types including imperative verbs, rhetorical questions, relative clauses, noun phrases.

Terminology to be introduced:

determiner , pronoun, possessive pronoun, adverbial



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5	<p>Planning skills: Orally plan structure, including links, of writing including supporting details. Use a variety of planning structures Eg. Boxing up, Story mountain, Mind maps / Spidergrams</p> <p>Adapt for purpose. Eg Using own experiences to write stories.</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Use Success Criteria.</p> <p>Drafting: Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Précising longer passages.</p> <p>Using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Using further organisational and presentational devices to structure text and to guide the reader</p> <p>Editing: Assessing the effectiveness of their own and others' writing.</p>	<p>Word Convert nouns or adjectives into verbs using suffixes (e.g. <i>-ate; -ise</i>) and prefixes (e.g. <i>dis-, de-, mis-, over- and re-</i>).</p> <p>Sentence Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility (<i>perhaps, surely</i>) or modal verbs (<i>example, might, should, will, must</i>).</p> <p>Text use devices to build cohesion within a paragraph (<i>then, after that, this, firstly</i>).</p> <p>Link ideas across paragraphs using adverbials of time (<i>later</i>) place (<i>nearby</i>) and number (<i>secondly</i>) or tense choices (<i>he had seen her before</i>).</p> <p>Punctuation Use of brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p>	<p>Writes from memory simple sentences that have been dictated by the teacher that include words and punctuation listed in the year 5 national curriculum document.</p> <p>Accurately applies some of the spelling rules and patterns listed for Y5/Y6 in the NC document.</p> <p>Spells most homophones and other words that are often confused, accurately, and some words with silent letters.</p> <p>Accurately spells some of the words listed for Y5/Y6 in the NC document accurately.</p>	<p>Maintains legible and fluent handwriting when writing at increased speed.</p> <p>Can use an unjoined style for specific purposes (<i>Labelling a diagram, writing an email address, algebra</i>)</p>



	<p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Proofread for spelling and punctuation errors</p> <p><u>Text Types:</u></p> <p><u>Writing to Entertain:</u></p> <ul style="list-style-type: none">● Narratives● Descriptions● Poetry● Characters/settings <p><u>Text features:</u></p> <ul style="list-style-type: none">● Detailed description● Use of paragraphs to organise in time sequence● Use a range of tenses to indicate changes in timing and sequence <p><u>Writing to Inform:</u></p> <ul style="list-style-type: none">● Report● Recount● Biography● Newspaper● Essay	<p><u>Terminology to introduce:</u></p> <p>modal verb</p> <p>relative pronoun</p> <p>relative clause parenthesis</p> <p>bracket</p> <p>dash</p> <p>cohesion</p>		
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Text features:

- Paragraphs used to group related ideas
- Headings/subheadings
- Use of technical vocab
- Glossary

Writing to Persuade:

- Advertising
- Letter
- Speech
- Campaign

Text features:

- Use of 2nd person
- Personal pronouns
- Planned repetition
- Facts and statistics
- Hyperbole
- Link to oracy
- Use of colour and images

Writing to Discuss:

- Balanced argument
- Newspaper
- Review

Text features:

- Appropriate use of cohesive devices
- Use of subjunctive form where needed
- Use of paragraph to structure arguments

Formal/impersonal language



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6	<p>Planning: Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Demonstrate the process needed to plan writing by thinking aloud to generate ideas.</p> <p>Choose the most appropriate planning structure. Eg. Boxing up, Story mountains, Mind maps / Spidergrams</p> <p>Critically evaluate and use appropriate features to adapt. Eg. Creating own success criteria independently.</p> <p>Drafting: Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Précising longer passages.</p> <p>Using a wide range of devices to build cohesion within and across paragraphs. Using further organisational and presentational devices to structure text and to guide the reader</p>	<p>Word Understand the vocabulary difference between formal and informal for speech and writing <i>(find out – discover; ask for – request; go in – enter)</i></p> <p>How words are related by meaning as synonyms and antonyms <i>(big, large, little).</i></p> <p>Sentence Use passive verbs to affect the meaning of sentences <i>(I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)).</i></p> <p>Understand the difference between informal speech, formal speech and writing <i>(the use of question tags: He's your friend, isn't he? or the use 'of subjunctive forms such as If I were' or 'Were they to come' in some very formal writing and speech)</i></p> <p>Text Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections <i>(The use of adverbials such as on the other hand, in contrast, or as a consequence); and ellipsis.</i></p> <p>Layout devices <i>(for example, headings, sub-headings, columns, bullets, or tables, to structure text)</i></p>	<p>Write from memory simple sentences dictated by the teacher that includes words and punctuation listed for Y6 in the NC document.</p> <p>Applies morphological and etymological knowledge and the full range of rules and patterns listed in the NC document for Y5/Y6, and understands that some spellings need to be learnt specifically.</p> <p>Accurately spells most words with silent letters, and homophones and other words that are often confused.</p> <p>Accurately spells most words with silent letters, and homophones and other words that are often confused.</p> <p>Accurately spells most words listed for Y5/Y6 in the NC document</p>	<p>Maintains legible, fluent handwriting at speed.</p> <p>Decide, as part of their personal style, which parts of a letter to join or not join.</p>



Editing:

Assessing the effectiveness of their own and others' writing.

Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.

Ensuring the consistent and correct use of tense throughout a piece of writing.

Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

Proofread for spelling and punctuation errors

Text Types:

Writing to Entertain:

- Narratives
- Descriptions
- Poetry
- Characters/settings

Text features:

- Detailed description
- Use of paragraphs to organise in time sequence
- Use a range of tenses to indicate changes in timing and sequence

Writing to Inform:

- Report
- Recount
- Biography
- Newspaper
- Essay

Punctuation

Use of the semi-colon (;), colon (:) and dash (-) to mark the separation between independent clauses
(It's raining; I'm fed up)

Use of the colon to introduce a list and use of semi-colons within lists.

Punctuation of bullet points to list information.

Hyphens used to avoid ambiguity *(for example, man eating shark versus man-eating shark, or recover versus re-cover)*

Terminology to be introduced:

subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points



Text features:

- Paragraphs used to group related ideas
- Headings/subheadings
- Use of technical vocab
- Glossary

Writing to Persuade:

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- Letter
- Speech
- Campaign

Text features:

- Use of 2nd person
- Personal pronouns
- Planned repetition
- Facts and statistics
- Hyperbole
- Link to oracy
- Use of colour and images

Writing to Discuss:

- Balanced argument
- Newspaper
- Review

Text features:

- Appropriate use of cohesive devices
- Use of subjunctive form where needed
- Use of paragraph to structure arguments
- Formal/impersonal language

