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Progression of Skills: Writing

EYFS		
Gives meaning to marks they make as they draw, write and paint.	Begins to break the flow of speech into words.	Continues a rhyming string.
Hears and says the initial sound in words.	Can segment the sounds in simple words and blend them together.	Links sounds to letters, naming and sounding the letters of the alphabet.
Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.	Writes own name and other things such as labels, captions.	Attempts to write short sentences in meaningful contexts.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text Types	Story Language and features Characters & Emotion Traditional Tales Drama/comparison Setting Extended Writing Adventure Story Suspense/build up Instructions Recount/fact file Diary Frozen Planet – Class book Australia Wildlife Postcard Poster Personal recount	Narrative – Character & Setting Drama – Character Class Chapter book Drama – Production Narrative – Describing a setting Narrative - Character Description Short Stories Fact file/Narrative Diary Instructions Recount Non-chronological report Persuasive Writing Letter/Recount	Setting Description Character Description Story planning & Editing Direct speech/dialogue Narrative – Until I Met Dudley Adventure Story Narrative – Butterfly Lion Non-chronological report Instructions Explanation Information Leaflet Recount – Journal/diary	Narrative - The Explorer Narrative – Tension & Suspense Setting & Character Narrative – Character Study Narrative – Extended Writing Plays Narrative – Alternative Endings Instructions Recount / Newspaper Non-chronological report Persuasive Advert Persuasive Letter	Narrative – Short Stories Narrative – Character Description 3rd person narrative Narrative – Classic Fiction Narrative – Continuation of story Recount – Diary / Letter Recount – Newspaper Biography Non-chronological report Recount – Character Persuasive Writing	Descriptive writing 1st Person Narrative Narrative with flashback Adventure Story Short Story (story adaptation) Suspense Narrative Formal/informal letter Discursive Essay/Balanced Argument Propaganda (Persuasive writing) Diary Explanation text Persuasive Leaflet Newspaper

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			Debate/persuasive argument		Letter – Formal Letters Information Leaflet	Autobiography Biography
Composition: Text Structure	**Planning** -say out loud what they are going to write about -independently choose what to write about -orally rehearse, plan and develop own imaginative ideas for settings and characters in stories, using ideas from reading some events. -begin to plan stories with a simple structure: beginning/ middle/ end -assemble information on a subject e.g. food, pets **Drafting and Writing** -compose a sentence orally before writing it -write stories by sequencing sentences to form short narratives -Re-tell/imitate familiar stories and recount events; include main events in sequence, focusing on who is in the event, where the event takes place and what happens in the events.	**Drafting and Writing** *Develop positive attitudes to and stamina for writing by writing narratives about personal experiences and those of others (real and fictional), writing about real events, writing poetry and writing for different purposes.* Planning -Consider what they are going to write before they write it: - Planning or saying out loud what they are going to write about - Encapsulating what they want to say, sentence by sentence - Writing down ideas and/or key words, including	**Planning** -Compose and rehearse sentences orally, using a range of sentence structures. -rehearse dialogue -discuss and record ideas -identify key features in similar texts (structure, vocabulary and grammar) -make decisions about how the plot will develop. **Drafting and Writing** **Narrative** -create setting, characters and plot -identify a clear structure for the story (opening, dilemma, resolution, ending). -write an effective ending for a story. -organise paragraphs around a theme. -use range of sentence structures. -begin to use figurative language.	**Planning** -Compose and rehearse sentences orally, varying sentence structures - Rehearse dialogue - Discuss and record ideas - Identify key features in similar texts (structure, vocabulary and grammar) **Drafting and writing** **Narrative** **-C**reate settings, characters and plot - Sequence events clearly to show how one event leads to another using appropriate grammatical structures and vocabulary - Use paragraphs shift to indicate a change in setting, character, time (rather than	**Planning** -Identify the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own - Note and develop initial ideas, drawing on reading and research where necessary - Consider how authors have developed characters and settings in what pupils have read, listened to or seen performed **Drafting and writing** **Narrative** -Précis longer passages - Use wide range of devices to build cohesion within and across paragraphs	**Planning** -Identify the audience for and purpose of the writing, selecting the appropriate form and using similar writing as models for their own - Note and develop initial ideas, drawing on reading and research where necessary - Consider how authors have developed characters and settings maintain a clear focus when selecting content to plan quickly and effectively **Drafting and Writing** **Narrative** -Précis longer passages - Use a wide range of devices to build cohesion within and across paragraphs - Show flexibility in the use of narrative e.g. ability to experiment with story opening - Write a well-structured opening and appropriate ending

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	- Act out stories and portray characters and their motives. **Poetry** -Continue and use a repeating pattern in poetry writing. **Non-fiction** -Sequence sentences to write simple non-fiction text types linked to topics of interest/study or personal experience. - Use simple features correctly. **Proof-reading, editing and evaluating** -discuss what they have written with the teacher or other pupils. - Re-read what they have written to check that it makes sense and attempts to edit for sense. **Presenting** Read aloud their writing clearly enough to be heard by peers and teachers.	new vocabulary. -Plan own story with a logical sequence of events. -Assemble information on a subject. **Narratives** -Imitate or adapt familiar stories about familiar characters. -Write own story, grouping complete sentences together to tell each part. -Select appropriate relevant details that sustain the reader/listener's interest, justifying choices. -Explore characters' feelings and situations, using role play and improvisation. -Maintain consistency in tense. -Write some dialogue -Suggest viewpoint with brief comments or questions on actions and situations. **Poetry** -Write poems following a model. **Non-fiction** -Write simple information texts	-use some detail in the description of setting or characters' feelings or motives -use dialogue to reveal detail about character/ move the narrative forward -attempt to adopt a viewpoint. -imitate authorial techniques gathered from reading narrative **Poetry** -Write poems using the features of poetic forms studied. **Non-narrative** -use simple organisational devices in non-narrative material e.g. headings - make notes from several sources of information and turn them into sentences. -group information, often moving from general to more specific detail -begin to use paragraphs to group related materials. -use organisational devices to aid conciseness e.g.	simply reflecting stages in planning) - Use Standard English forms for verb inflections instead of local spoken forms, e.g. *we were* instead of *we was*, or *I did* instead of *I done* -Include descriptive detail and make writing more vivid using specific nouns, adjectives, expanded noun phrases and figurative language (similes, metaphors) - Describe characters in such a way to provoke a particular feeling in the reader, e.g. sympathy or dislike - Develop mood and atmosphere using a range of vocabulary and dialogue between characters - Include details expressed in ways that engage the reader	- Experiment with form in narrative writing e.g. flashbacks, alternative perspectives - Vary openings and endings in narrative e.g. use of dialogue, cliff hangers - Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - Vary pace of writing (different sentence lengths, moving between dialogue and reported speech, verb strings) - Use expressive and figurative language - Make use of structures that do not reflect spoken language - Develop some aspects of characterisation	- Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing - Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - Create vivid imagery through expressive and figurative language consistent with mood/atmosphere and develop these images throughout a narrative - Describe setting, characters and atmosphere - Integrate dialogue to convey character and advance the action - Maintain interest for the reader through varied devices, structures and features -Develop points of view and 'authorial voice' e.g. asides to reader **Poetry**

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		incorporating labelled pictures and diagrams. -Use some features of the given form maintaining consistency in purpose and tense. -Suggest viewpoint with brief comments or questions on actions or situations. **Proof-reading, editing and evaluating** -Make simple additions, revisions and corrections by: - Proof-reading to check for errors in spelling, grammar and punctuation. - Evaluating writing with the teacher and other pupils. - Re-reading to check writing makes sense and that verbs to indicate time are used	numbered lists or headings. -attempt to adopt a viewpoint. -imitate authorial techniques gathered from reading -select and use formal and informal styles and vocabulary appropriate to the purpose / reader. **Proof-reading, editing and evaluating**	- Use techniques to get the reader on side (address them to engage or influence) - Imitate authorial techniques gathered from the reading of narrative texts **Poetry** - Write poems imitating poetic structures studied - Include details expressed in ways that engage the reader **Non-narrative** -Use simple organisational devices in non-narrative material, e.g. sub-headings - Organise or categorise information based on notes from several sources - Use paragraphs to organise ideas around a theme	through what characters say and do - Describe setting, characters and atmosphere - Integrate dialogue to convey character and advance the action - Maintain style (appropriate to form, subject or audience) to sustain interest - Consider and evaluate different viewpoints (own and others'/biased and balanced) **Poetry** -Use expressive and figurative language - Experiment with writing poetry using different forms **Non-narrative** -Use organisational and presentational devices to structure text and guide reader - Construct appropriate introductions and conclusions	- Create vivid imagery through expressive and figurative language consistent with mood/atmosphere and develop these images throughout a poem - Make appropriate use of structure in poetry, according to chosen form e.g. rhythmic or syllable patterns taking account of different audiences and purposes **Non-narrative** -Use organisational and presentational devices to structure text and guide reader - Write well-structured introductions and appropriate conclusions - Use paragraphs purposefully to clearly structure main ideas across the text - Maintain interest for the reader through varied devices, structures and features - Choose appropriate presentational features to organise information and aid understanding - Develop points of view and 'authorial voice',

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		correctly and consistently. **Presenting** Read aloud what has been written with appropriate intonation to make the meaning clear.		- Imitate authorial techniques gathered from reading - Use techniques to get the reader on side (address them to engage or persuade) **Proof-reading, editing and evaluating** -Proof-read for spelling and punctuation errors - Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences -Evaluate and edit by assessing the effectiveness of their own and other's writing and suggesting improvements **Presenting** Read aloud own writing, to a group or the whole class, using	- Maintain style (appropriate to form, subject or audience) to sustain interest - Develop ideas logically - Use features of a range of text types independently - Consider and evaluate different viewpoints (own and others') **Proof-reading, editing and evaluating** evaluate and edit by being able to: - assess the effectiveness of their own and other's writing - propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensure the consistent and correct use of tense throughout a piece of writing	e.g. viewpoints in discursive texts - Move between standard and non-standard forms of English appropriately choose register (formal/informal, personal/impersonal) appropriately and for effect. **Proof-reading, editing and evaluating** Evaluate and edit by being able to: - assess the effectiveness of their own and other's writing - propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - ensure the consistent and correct use of tense throughout a

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				appropriate intonation and controlling the volume so that the meaning is clear	- ensure correct subject/verb agreement for singular/plural, distinguish between language of speech and writing and choose the appropriate register - proof-read for spelling and punctuation errors **Presenting** Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear.	piece of writing - ensure correct subject/verb agreement for singular/plural, distinguish between language of speech and writing and choose the appropriate register - proof-read for spelling and punctuation errors **Presenting** Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear.
Composition: Punctuation and Grammar	-Understand how words can combine to make sentences. -Use the conjunction 'and' to link words and clauses -Separate words with space	-Use conjunctions for subordination (when, if, that, because) and co-ordination (or, but, and) -Understand how grammatical pattern in a sentence its function as a	- Understand paragraphs as a way to group related material. - Understand how headings and sub-headings aid presentation.	-Understand the grammatical difference between plural and possessive –s - Use Standard English forms for verb inflections instead of local	-Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun - Indicate degrees of possibility using adverbs, e.g.	-Understand how use of the passive effects the presentation of information in a sentence - Link ideas across paragraphs using a wider range of cohesive devices:

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	-Begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences. -Use capital letters for the names of people, places and days of the week -Use the words 'because' to explain -use time words to aid sequencing.	statement, question or command -Use present tense/past tense consistently throughout writing. -Use the progressive form of verbs in the present and past tense to mark actions in progress, e.g. she is drumming, he was shouting. -Use capital letters, full stops, question marks and exclamation marks to demarcate sentences. - Use commas to separate items in a list. -Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g. the girl's name.	- Use present perfect form of verbs instead of the simple past, e.g. 'He has gone out to play' contrasted with 'He went out to play'. - Begin to use inverted commas to punctuate direct speech.	spoken forms, e.g. *we were* instead of *we was*, or *I did* instead of *I done* - Use paragraphs to organise ideas around a theme - Choose appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition - Use inverted commas and other punctuation to indicate direct speech, e.g. a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"* - Use apostrophes to mark plural possession, e.g. the girl's name, the girls' names - Use commas after fronted adverbials	*perhaps, surely,* or modal verbs, e.g. *might, should, will, must* - Use devices to build cohesion within a paragraph, e.g. *then, after that, this, firstly* - Link ideas across paragraphs using adverbials of time, e.g. later, place, e.g. *nearby*, and number, e.g. *secondly,* or tense choices, e.g. *he had seen her before* -Use brackets, dashes or commas to indicate parenthesis - Use commas to clarify meaning or avoid ambiguity	repetition of a word or phrase, grammatical connections - Understand layout devices (headings, sub-heading, columns, bullets, tables) - Use a semi-colon, colon or dash to mark the boundary between independent clauses - Use colons to introduce a list and use semi-colons within lists - Use bullet points to list information - Understand how hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]

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Composition: Vocabulary	-use time words to aid sequencing and organise events. -include story language and sentence patterns e.g. one day, suddenly - continue and use a repeating pattern - list words and phrases to describe details of first hand experiences using senses. - Make some choices of appropriate vocabulary. -Begin to make some choices of appropriate vocabulary for non-fiction (e.g. defensive, wooden castle as opposed to spooky, wooden castle)	-Form nouns using suffixes (-nes, -er) and by compounding e.g. snowman -Form adjectives using suffixes such as –ful, -less -Use expanded noun phrases for description and specification, e.g. the blue butterfly, plain flour, the man in the moon -Select appropriate words/phrases that sustain the reader/listener's interest, justifying choices. -Use some formal story vocabulary. - Choose words carefully for effect in poetry e.g. use alliteration. - In non-fiction use language appropriately to the text type.	- Form nouns using a range of prefixes, e.g. super–, anti–, auto– - Use 'a' or 'an'.according to whether the next word begins with a consonant or a vowel, e.g. a rock, an open box. - Understand word families based on common words, showing how words are related in form and meaning, e.g. solve, solution. - Express time, place and cause using conjunctions, e.g. when, before, after, while, so, because, adverbs, e.g. then, next, soon, therefore, or prepositions, e.g. before, after, during, in, because of.	- Expand noun phrases by adding modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) ✓ use fronted adverbials, e.g. *Later that day, I heard the bad news.*	-Convert nouns or adjectives into verbs using suffixes, e.g. –ate; –ise; –ify - Understand verb prefixes, e.g. dis–, de–, mis–, over– and re–	-Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing - Understand how words are related by meaning as synonyms and antonyms
Transcription: Spelling	-spell words containing the 40+ phonemes taught	-segmenting spoken words into phonemes and representing these	- Add prefixes dis-,mis-, re-, sub-, tele-, super-, auto-	-Spell words with endings sounding like	-Spell words with the letter string 'ough'	-Add suffixes beginning with

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	-spell the days of the week -spell common exception words -name letters of the alphabet in order -use letter names to distinguish between alternative spellings of same sound -use regular plural noun suffixes –s or –es - add suffices to verbs where no change is needed in the spelling of root words. - know how the prefix un- changes the meaning of verbs and adjectives.	by graphemes, spelling many correctly. -learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling. -add –ing, -ed, -er, -est -add '-es' to	- Add suffix '-ly' with root words ending in 'le' and 'ic' - Spell homophones	–sion, -cian, -tion, -ssion - Add prefixes 'in-', 'il-', 'im-' and 'ir-' - Add prefixes 'anti-' and 'inter-' - Add suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed') -Add suffixes '-ous', '-ly' to words ending in 'y', 'le' and 'ic' - Use possessive apostrophe with plurals - Spell homophones	- Spell words ending in '-able'/ '-ably' and '-ible'/'-ibly' - Spell homophones - Spell words with 'silent' letters - Use spelling journals for etymology - Use a dictionary to support learning word roots, derivations and spelling patterns - Use strategies at the point of writing: using etymological/ morphological strategies for spelling	vowels to words ending in '-fer' - Spell words with endings that sound like /ʃəs/ spelt '-cious' or '-tious' - Spell words ending '-cial' and '-tial' - Spell words ending in 'ant', '-ance and '-ancy' - Spell words ending '-ent', '-ence' and '-ency'
Transcription: Handwriting	-Sit correctly at a table, holding a pencil comfortably and correctly. - 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 - Start using some of the diagonal and horizontal strokes needed to join letters (starting with digraphs) and understand which letters, when	-Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined - Increase the legibility, consistency and quality of their	-Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined - Increase the legibility, consistency and quality of their	- Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - Choose the writing implement that is best suited for a task	- Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - Choose the writing implement that is best suited for a task

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		adjacent to one another, are best left unjoined - Write capital letters 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.	handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)	handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)		