



Progression of writing skills

	Autumn Term	Spring Term	Summer Term
Foundation	Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence	Write simple phrases and sentences that can be read by others	Begin to write multiple sentences To leave spaces between words
Year 1	Retelling stories by saying them out loud Composing sentences orally before writing them Sequence sentences to create short narratives Writing capital letters at the beginning of sentences Punctuate sentences with full stop and capital letters Leave consistent spaces between words Join words and clauses using 'and' Use present and past tense verbs To write the date in books daily	Describing events, characters by using their own experience Sequencing sentences to develop paragraphs Re-reading what they have written and enhancing sentences To know when capital letters should be used Adjectives for description Use of similes To punctuate statements and questions To use vocabulary from the text in their own writing Joining clauses using 'because' To write exclamation sentences	To apply a range of adjectives and verbs in description To write multiple paragraphs To begin to use some features of Standard English in their writing To ensure lower case letters are the correct size To identify and write sentences with commands, statements, exclamation and questions To use alliteration in their writing To use preposition: inside, outside, across, under Identify rhyming words and patterns To build descriptive vocabulary
Year 2	To write clear sentences that create a narrative Plan writing by noting key vocabulary and ideas	To improve writing through clear editing To use text type features for given forms Apply formal and informal style	Develop writing stamina so that pupils are writing 1 A4 page for independent tasks Use correct subject/verb agreement Create more complex narratives



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	<p>To begin to develop features for different forms</p> <p>Create links between ideas in paragraphs</p> <p>Use prepositions</p> <p>Use subordinating and coordinating conjunctions to extend sentences</p> <p>To write descriptive paragraphs that include expanded noun phrases</p> <p>To learn progressive forms of verbs</p> <p>Commas in lists</p>	<p>Relate ideas across paragraphs</p> <p>Use expanded noun phrases to develop descriptions</p> <p>Begin to write more complex narratives</p> <p>To apply subordinating conjunctions such as because, that, if and when</p> <p>To use and identify statements, questions, commands and exclamation sentences</p> <p>Identify word classes</p> <p>Using apostrophes for possession and omission</p> <p>Explore more complex noun phrases</p>	<p>Redraft showing simple additions</p> <p>To include headings, subheadings and paragraphs</p> <p>Separate clauses with commas</p> <p>Use the correct subject/verb agreements</p> <p>Use features of standard English</p> <p>To write in the first and third person</p>
Year 3	<p>Create a narrative with setting, character and plot</p> <p>Make links between paragraphs and paragraphs to be organised around a theme</p> <p>Use a variety of words to describe the setting and characters</p> <p>To assess and redraft their own writing</p> <p>To use conjunctions for time, place and cause</p>	<p>To include a range of sentences with more than one clause</p> <p>To discuss and record ideas before writing poetry</p> <p>To make improvements to vocabulary choices by using a thesaurus</p> <p>Assessing the effectiveness of their own writing</p> <p>To organise writing into paragraphs</p> <p>Include subordinating conjunctions using a comma to demarcate the clause</p>	<p>Writing clear paragraphs with purpose and plot</p> <p>Plan and draft different text genres</p> <p>Utilise a thesaurus to improve vocabulary</p> <p>To create detailed setting, character and plot</p> <p>Assess their own writing</p> <p>To use fronted adverbials</p> <p>Using adverbs for time, place and manner</p>



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	<p>Perfect form of verbs in contrast to the past tense</p> <p>Using inverted commas to punctuate dialogue</p> <p>Using prepositions and adverbs in description</p>	<p>To investigate negative prefixes and informal language</p> <p>Indefinite articles, using the correct determiner 'a' or 'an'</p> <p>Revise regular and irregular verbs</p> <p>To apply alliteration in poems</p> <p>To use description to describe plot, character and tension</p>	
Year 4	<p>Apply language and structures of narrative texts</p> <p>Plan and write the opening paragraphs to introduce the setting and character</p> <p>Consistently organise a paragraph around a theme</p> <p>Write in the similar style of an author in response to their text</p> <p>Proofread and edit their own writing making better grammatical choices</p> <p>Create more complex sentences Apply knowledge of familiar strategies to enhance writing</p> <p>Independently check spellings in a dictionary</p>	<p>Assess the effectiveness of own and others' writing</p> <p>Complex sentences</p> <p>Vary sentence structure and openers</p> <p>Standard English verb inflections</p> <p>Comparative adjectives</p> <p>Wider range of conjunctions</p> <p>To develop conditional clauses</p> <p>Use simile, alliteration and onomatopoeia</p> <p>Learn, recite and write poems that tell a story</p>	<p>Organise paragraphs around a more complex theme</p> <p>Link paragraphs to develop cohesion and fluency</p> <p>Include words and phrases that capture the reader's attention</p> <p>Recognise different forms of poetry</p> <p>Select nouns and pronouns appropriately</p> <p>To apply specific determiners: there, their, whose, that, which</p> <p>Explore literary devices: Similes, metaphors personification and onomatopoeia</p>



Progression of writing skills

	Explore similes and metaphors		
Year 5	<p>Identify the audience and purpose for writing selecting the correct form and word choices.</p> <p>Apply action, dialogue and description within a paragraph for effect</p> <p>Independently select appropriate grammar and vocabulary to enhance the effect on the reader</p> <p>To consider and reflect on opinions in debate writing</p> <p>To plan writing considering how Shakespeare developed character and setting</p> <p>To enhance longer passages when editing their own text</p> <p>To revisit the use of complex sentences and use of punctuation in a text</p> <p>To explore the rules of: Hyphen, dashes and ellipses</p> <p>Use a dictionary securely to spell words</p>	<p>Redraft (paragraph)</p> <p>Expanded noun phrases to convey complicated information cohesively</p> <p>Structure paragraphs in order to create cohesion</p> <p>Identify intended audience for the purpose of writing</p> <p>Apply the correct tense throughout a text</p> <p>Assess the effectiveness of their writing and whether it is appropriate for the selected audience</p> <p>Proofread and check for grammatical and punctuation errors.</p> <p>Extend sentences with more ambitious conjunctions</p> <p>To use dashes or commas indicating parenthesis</p> <p>Investigate word order and the effect it has on sentences</p> <p>Embellish sentences</p> <p>Identify and apply indefinite and relative pronouns</p>	<p>Propose changes to vocabulary to enhance writing</p> <p>Consistent use of tense throughout a piece of writing</p> <p>Write notes and develop them into paragraphs</p> <p>Proofread their own and others' writing for spelling and punctuation errors</p> <p>Write at length</p> <p>Correct subject verb agreement</p> <p>Identify the audience and purpose, selecting appropriate form and literary devices</p> <p>Apply the correct modal verbs to indicate degrees of possibility</p> <p>Use flashbacks correctly</p> <p>Use relative clauses beginning with who, which, when and whose</p>
Year 6	Explain the purpose of the writing	To compare and analyse the effectiveness	Assess the effectiveness of their own and



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	<p>Make detailed notes on an appropriate planning format, drawing on reading and research where necessary.</p> <p>Apply the sentence structures used for formal writing</p> <p>Consider how the author develops character</p> <p>Draft and write at length, selecting appropriate vocabulary</p> <p>Apply devices to structure their text to guide the reader</p> <p>Apply subject verb agreement to all their writing</p> <p>To use the active and passive voice to effect</p> <p>Use formal and informal register, including subjunctive form.</p> <p>Revise cohesive devices: pronouns, determiners, conjunctions, adverbials and paragraphing.</p>	<p>of a playscript and a novel</p> <p>Perform their own compositions effectively, using appropriate intonation, volume and movement so that meaning is clear</p> <p>Include appropriate language when writing in different genres and targeted audiences</p> <p>Use wider range of punctuation independently</p> <p>Independently select appropriate grammar to enhance the meaning and effect on the audience</p> <p>Convey complicated information concisely</p> <p>Revise all text types and grammar ahead of statutory assessments</p>	<p>others writing and amend using green pen</p> <p>Propose changes to punctuation and grammar to enhance the clarity and clarify meaning</p> <p>To link ideas across paragraphs by using adverbials of time</p> <p>To ensure the correct use of tense throughout a piece of writing</p> <p>To build on cohesion over paragraphs through a range of devices</p> <p>Consciously control sentence structure in writing, demonstrating understanding of why sentences are constructed as they are</p>
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