



## Progression of writing skills

|                   | Autumn Term                                                                                                                                                                                                                                                                                                                                                                                | Spring Term                                                                                                                                                                                                                                                                                                                                                              | Summer Term                                                                                                                                                                                                                                                                                                                                                                                                         |
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| <b>Foundation</b> | <p>Sit at the table in the perfect handwriting position with both feet on the floor and bottom at the back of the chair.</p> <p>Hold a pencil in a tripod grip.</p> <p>Place a non-writing hand on the book or paper so that it does not move around.</p> <p>Draw all 9 pre-writing shapes accurately.</p> <p>Form letters and numbers accurately.</p>                                     | <p>Write all letters and numbers in the correct place on the line.</p> <p>Form all capital letters correctly on the line.</p> <p>To spell CVC and some red words correctly.</p> <p>Write simple phrases and sentences that can be read by others</p>                                                                                                                     | <p>Begin to write multiple sentences</p> <p>To spell words in a phonetically plausible way</p>                                                                                                                                                                                                                                                                                                                      |
| <b>Year 1</b>     | <p>To form lowercase, capital letters and digits in the correct direction, size and orientation</p> <p>Retelling stories by saying them out loud</p> <p>Composing sentences orally before writing them</p> <p>Sequence sentences to create short narratives</p> <p>Writing capital letters at the beginning of sentences</p> <p>Punctuate sentences with full stop and capital letters</p> | <p>To begin to use the hill join and bridge join in all handwriting</p> <p>Describing events, characters by using their own experience</p> <p>Sequencing sentences to develop paragraphs</p> <p>Re-reading what they have written and enhancing sentences</p> <p>To know when capital letters should be used</p> <p>Adjectives for description</p> <p>Use of similes</p> | <p>To accurately join all letters</p> <p>To apply a range of adjectives and verbs in description</p> <p>To write multiple paragraphs</p> <p>To begin to use some features of Standard English in their writing</p> <p>To ensure lower case letters are the correct size</p> <p>To identify and write sentences with commands, statements, exclamation and questions</p> <p>To use alliteration in their writing</p> |



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|               | <p>Leave consistent spaces between words</p> <p>Join words and clauses using 'and'</p> <p>Use present and past tense verbs</p> <p>To write the date in books daily</p>                                                                                                                                                                                                                                                                                                                                                    | <p>To punctuate statements and questions</p> <p>To use vocabulary from the text in their own writing</p> <p>Joining clauses using 'because'</p> <p>To write exclamation sentences</p>                                                                                                                                                                                                                                                                                                                                                                                              | <p>To use preposition: inside, outside, across, under</p> <p>Identify rhyming words and patterns</p> <p>To build descriptive vocabulary</p>                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Year 2</b> | <p>To join all letters correctly and know the letters that do not join</p> <p>To write clear sentences that create a narrative</p> <p>Plan writing by noting key vocabulary and ideas</p> <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>To improve writing through clear editing</p> <p>To use text type features for given forms</p> <p>Apply formal and informal style</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>Increase the legibility, consistency and quality of handwriting</p> <p>Develop writing stamina so that pupils are writing 1 A4 page for independent tasks</p> <p>Use correct subject/verb agreement</p> <p>Create more complex narratives<br/>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> |



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|               | Commas in lists                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                           |
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| <b>Year 3</b> | <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>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 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>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> | <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> |
| <b>Year 4</b> | <p>Apply language and structures of narrative texts</p> <p>Plan and write the opening paragraphs to introduce the setting and character</p>                                                                                                                                                                                                                                                                                                                                               | <p>Assess the effectiveness of own and others' writing</p> <p>Complex sentences</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>Organise paragraphs around a more complex theme</p> <p>Link paragraphs to develop cohesion and fluency</p>                                                                                                                                                                                                             |



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|               | <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<br/>Apply knowledge of familiar strategies to enhance writing</p> <p>Independently check spellings in a dictionary</p> <p>Explore similes and metaphors</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>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>                                         |
| <b>Year 5</b> | <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>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>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,</p> |



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|               | <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:<br/>Hyphen, dashes and ellipses</p> <p>Use a dictionary securely to spell words</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>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>                                                                                                                                                                                                         |
| <b>Year 6</b> | <p>Explain the purpose of the writing</p> <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</p> | <p>To compare and analyse the effectiveness 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>Assess the effectiveness of their own and 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</p> |



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|  | <p>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>Revise all text types and grammar ahead of statutory assessments</p> | <p>structure in writing, demonstrating understanding of why sentences are constructed as they are</p> |
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