



Writing – Progression for Learning

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working towards the standard							<p>To be able to</p> <ul style="list-style-type: none"> • write for a range of purposes • use paragraphs to organise ideas • in narratives, describe settings and characters • in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points) • use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly • spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list* • write legibly
Working at the Expected standard							<p>NOTE: this reflects the current TAF. Please read with reference to Y5 for a breakdown of features implied within a statement</p>
Grammar skills	<p>To be able to</p> <p>Give meaning to marks they make as they draw, write and paint.</p> <p>‘Hold a sentence’ technique</p>	<p>To be able to</p> <p>Write simple narratives about personal experiences and those of others (real or fictional)</p> <p>Begin to write coherently</p>	<p>To be able to</p> <p>Write a narrative about their own and others’ experiences (real and fictional), after discussion with the teacher:</p> <p>Using sentences with different forms in their writing:</p> <ul style="list-style-type: none"> • Statements 	<p>To be able to</p> <p>Write for a range of purposes and audiences by:</p> <ul style="list-style-type: none"> • Using some use of the right language for the genre • Beginning to be able to write formally (eg choosing contraction use) 	<p>To be able to</p> <p>Write for a range of purposes and audiences by:</p> <ul style="list-style-type: none"> • choosing the right language for the genre (entertain/inform/persuade) • Some evidence of formal writing 	<p>To be able to</p> <p>Write for a range of purposes and audiences by:</p> <ul style="list-style-type: none"> • Confidently selecting structure, language and organisation of a text depending on audience and purpose • Choose level of formality for a piece of writing and sustain it across the majority of the work 	<p>To be able to</p> <p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</p>

	<p>Write simple phrases and sentences that can be read by others.</p> <ul style="list-style-type: none"> • Use adjectives to describe and inform (adding detail) • Use simple sentence that make sense • Use statements, commands and questions as appropriate <p>Use the simple present and past tense accurately</p> <p>Use co-ordination to join clauses e.g. and</p> <p>Use some subordination e.g. because</p>	<ul style="list-style-type: none"> • Questions • Exclamations • Commands <p>Using some expanded noun phrases to describe and specify:</p> <ul style="list-style-type: none"> • 1 or 2 adjectives • sometimes with post-modifier; • some ambitious adjectives <p>Using present and past tense mostly correctly and consistently</p> <p>Using co-ordination (or / and / but)</p> <p>Using some subordination (when / if / that / because)</p> <p>Beginning to use adverbs/adverbials of time to create cohesion</p>	<ul style="list-style-type: none"> • Showing some evidence of extended writing (several paragraphs) <p>In narratives, describe settings and characters</p> <ul style="list-style-type: none"> • Beginning to use mixed sentence lengths for effect (Longer for build-up, shorter for action) • Using expanded noun phrases with pre and post modifiers • Using figurative Language (e.g. similes) <p>In narratives, integrate dialogue that uses different verbs for said</p> <p>Use a range of cohesive devices within and across sentences and paragraphs:</p> <ul style="list-style-type: none"> • Co-ordinating conjunctions (or, and, but, so, yet) • Subordinating conjunctions (when, if, that, because, after, although, before, even though, while) • Use paragraphs to organise ideas • Some adverbials for time and place • Non-fiction: Heading/subheading <p>Select vocabulary and grammatical structures that reflect the formality of the writing</p> <ul style="list-style-type: none"> • Beginning to select some ambitious appropriate vocabulary • Some evidence of a range of different sentence openers e.g. adverbs, subordinate conjunction, 2 adjectives • Using sentences with different forms in their writing (Statements, questions, commands, exclamations) 	<ul style="list-style-type: none"> • Some evidence of extended writing (one page of A4 or more) • Beginning to use a range of openers (-ing clause, sub. conjunction clause, 2 adj) <p>In narratives, describe settings, characters and atmosphere</p> <ul style="list-style-type: none"> • Mixed sentence lengths for effect (Longer for build-up, shorter for action) • Expanded noun phrases with pre and post modifiers, and some qualifiers (e.g. a couple) • Show-not-tell sentences • Figurative Language (e.g. similes) <p>In narratives, integrate dialogue that uses different verbs and adverb-verb combinations for said</p> <p>Begin to use some indirect speech</p> <p>Use a range of cohesive devices within and across sentences and paragraphs</p> <ul style="list-style-type: none"> • Pronoun or noun to aid cohesion; possessive pronoun • Co-ordinating conjunctions (FANBOYS) • Subordinating conjunctions (when, if, that, because, after, before, although, before, even though, while, whereas, just as, as long as, as soon as) • Paragraphs to organise ideas • Non-fiction: Heading/subheading/columns • Adverbials to show time, place, manner and reason (including fronted) <p>Select vocabulary and grammatical structures that reflect the formality of the writing</p> <ul style="list-style-type: none"> • Ambitious appropriate vocabulary • Range of different sentence openers e.g. -ing starter, fronted adverbial, subordinate conjunction 	<ul style="list-style-type: none"> • Evidence of extended writing (one page of A4 or more) • use a range of openers (-ing clause, sub. conjunction, 2 adj, fr adverbial, simile, -ed clause) <p>In narratives, describe settings, characters and atmosphere to consciously engage the reader</p> <ul style="list-style-type: none"> • Single and multi-clause sentence lengths for effect (Longer for build-up, shorter for action) • Expanded noun phrases with pre and post modifiers • Use show-not-tell sentences to create mood • Figurative Language (similes/metaphors/personification, onomatopoeia) <p>In narratives, integrate dialogue that:</p> <ul style="list-style-type: none"> • Uses different verbs and adverb verb combinations for said • Begins to convey character-Link to cohesion <p>Use a range of cohesive, organisation and presentational devices within and across sentences and paragraphs that are relevant to text type:</p> <ul style="list-style-type: none"> • Pronouns • Conjunctions • lexical cohesion • Paragraphs to organise ideas and suitably linked • Non-fiction: Heading/subheading/bullet points/columns • Adverbials to show time, place, manner and reason (including fronted) <p>Select vocabulary and grammatical structures that reflect the formality of the writing</p> <ul style="list-style-type: none"> • Ambitious appropriate vocabulary and technical/subject specific vocabulary to reflect the formality • Range of different sentence openers e.g. -ing starter, fronted adverbial, Subordinate conjunction • Formal Adverbials in appropriate genre/audience (e.g. Moreover) • Use relative clauses beginning with a relative pronoun 	<p>In narratives, describe settings, characters and atmosphere</p> <p>Integrate dialogue in narratives to convey character and advance the action</p> <p>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</p> <p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <p>Use verb tenses consistently and correctly throughout their writing</p> <p><i>Use a wide range of clause structures, sometimes varying their position within the sentence</i></p> <p><i>Use adverbs effectively to add detail, qualification and precision</i></p> <p><i>Use preposition phrases effectively to add detail, qualification and precision</i></p> <p><i>Use expanded noun phrases effectively to add detail, qualification and precision</i></p>
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				<ul style="list-style-type: none"> Adverbials to show time, place, manner and reason <p>Use verb tenses mainly consistently and correctly throughout the writing</p> <ul style="list-style-type: none"> Past and present tenses Beginning to use present perfect tense subject-verb agreement 	<ul style="list-style-type: none"> Some use of formal adverbials in appropriate genre/audience (e.g. Moreover) <p>Use verb tenses mostly consistently and correctly throughout the writing</p> <ul style="list-style-type: none"> present perfect form past perfect form subject-verb agreement 	<p>Use verb tenses mostly consistently and correctly throughout the writing (including some evidence of perfect tense and subject verb agreement)</p> <ul style="list-style-type: none"> present perfect form past perfect form subject-verb agreement Use adverbs and model verbs to indicate degrees of possibility 	
Punctuation	<p>Orally rehearse sentences before writing</p> <p>Re-read what they have written to check it makes sense</p> <p>Write simple sentences which can be read by themselves and others.</p>	<p>To be able to</p> <p>Demarcate capital letters and full stops to demarcate sentences with increasing accuracy</p> <p>Use capital letters for names, places, days of the week and the personal pronoun I</p> <p>Begin to use question marks and exclamation marks</p>	<p>To be able to demarcate most sentences with:</p> <ul style="list-style-type: none"> capital letters and full stops some use of question marks exclamation marks Commas in a list Apostrophes for contraction <p>Begin to use apostrophes for single possession</p>	<p>To be able to use Year 1-3 Punctuation mainly correctly</p> <ul style="list-style-type: none"> . ! ? Inverted commas/Speech marks Commas in a list Commas for clarity (e.g. after a fronted adverbial) Use apostrophes for contraction Use apostrophes for singular possession Use apostrophes for plural possession 	<p>To be able to use Year 1-4 Punctuation mainly correctly</p> <ul style="list-style-type: none"> . ! ? Inverted commas/Speech marks Commas in a list Commas for clarity (e.g. after fronted adverbial or opening subordinate clauses) Use apostrophes for contraction Use apostrophes for singular possession Use apostrophes for plural possession Begin to use a colon to introduce a list 	<p>To be able to use Year 1-5 Punctuation mainly correctly</p> <ul style="list-style-type: none"> . ! ? Inverted commas/Speech marks Commas in a list Commas for clarity (e.g. after fronted adverbial or opening subordinate clauses) Use apostrophes for contraction Use apostrophes for singular possession Use apostrophes for plural possession Use a colon to introduce a list Use brackets, dashes or commas to begin to indicate parenthesis Begin to use ; between two independent clauses Begin to use an ellipsis 	<p>To be able to use the range of punctuation taught at KS2 mostly correctly e.g.</p> <ul style="list-style-type: none"> . ! ? Inverted commas/Speech marks Commas in a list Commas for clarity (e.g. after fronted adverbial or opening subordinate clauses) Use apostrophes for contraction Use apostrophes for singular possession Use apostrophes for plural possession Use a colon to introduce a list Use a colon for explanation Use ; between two independent clauses Use an ellipsis Use brackets, dashes or commas to begin to indicate parenthesis Use dashes before a final comment Use hyphens to create compound nouns or adjectives
Spelling	<p>To be able to</p> <p>Spell some words correctly and others are phonetically plausible.</p> <p>Hear and say the initial sound in words</p>	<p>To be able to</p> <p>Segment spoken words into phonemes and represent them with graphemes, spelling some of these words correctly and making</p>	<p>To be able to</p> <p>Segment spoken words into phonemes and representing these by graphemes, spelling mainly correctly</p>	<p>To be able to</p> <p>Spell most Year 2 common exception words correctly</p> <p>Spell correctly some words from the Year 3 / 4 spelling list</p>	<p>To be able to</p> <p>Spell most words correctly (Year 3-4)/HFW Spelling Patterns that link</p>	<p>To be able to</p> <p>Spell correctly most words from the year Y3/4 word list</p> <p>Spell correctly some words from the year Y5/6 word list</p>	<p>To be able to</p> <p>Spell correctly most words from the year 5/6 spelling list,</p> <p>Use a dictionary to check the spelling of uncommon</p>

	<p>Write some irregular common words (red words).</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>phonically-plausible attempts at others</p> <p>Spell many Y1 common exception words accurately</p> <p>Add suffixes to spell some words correctly e.g. ed – ing, s/es, -er, -est</p> <p>Add prefixes to spell some words correctly e.g. un-</p>	<p>Spell many common exception words*</p> <p>Spell some contracted words*</p> <p>Add suffixes to spell some words correctly in their writing, e.g. –ment, -ness, -ful, -ly*</p>		<p>Spell simple homophones and near homophones mostly correctly</p>		<p>or more ambitious vocabulary</p>
Handwriting	<p>To be able to</p> <p>Give meaning to marks they make as they draw, write and paint.</p> <p>Write simple sentences which can be read by themselves and others.</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>To be able to</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Consistently form lowercase and capital letters correctly, starting and finishing in the right place</p> <p>Form the digits 0-9 correctly</p> <p>Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these</p> <p>Write letters on the line with descenders and ascenders used accurately</p> <p>Use appropriate sizing of lowercase letters and capital letters in relation to each other in most of the writing</p> <p>Use spacing between words.</p>	<p>To be able to</p> <p>Form lower-case letters of the correct size relative to one another</p> <p>Use the diagonal and horizontal strokes needed to join letters in some of their writing</p> <p>Understand which letters, when adjacent to one another, are best left unjoined</p> <p>Write capital letters and digits to the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Use spacing between words that reflects the size of the letters</p>	<p>To be able to maintain the Year 2 standards and begin to</p> <p>Use legible joined up handwriting for most letters. (LETTERS RIGHT SIZE; LEGIBLE)</p> <p>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</p> <p>Increase the legibility, consistency and quality of their 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].</p>	<p>To be able to</p> <p>Use legible joined up handwriting for most letters. (LETTERS RIGHT SIZE; LEGIBLE)</p> <p>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</p> <p>Increase the legibility, consistency and quality of their 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].</p>	<p>To be able to</p> <p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. <p>Be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version.</p> <p>Use an unjoined style when appropriate [for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form]</p>	<p>To be able to</p> <p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task. <p>Be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version.</p> <p>Use an unjoined style when appropriate [for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form]</p>
Editing	<p>Re-read what they have written to check it makes sense</p>	<p>Understand that their writing must make sense</p> <p>Begin to check for sense</p>	<p>Begin to edit their writing for sense, spelling and punctuation</p>	<p>Improve writing by making additions and revisions (for sense, spelling and punctuation)</p>	<p>Improve writing by making additions and revisions (for sense, spelling and punctuation)</p>	<p>Improve writing by making additions and revisions to vocabulary, grammar and punctuation.</p>	<p><i>Improve writing by making additions and revisions to vocabulary, grammar and punctuation.</i></p>

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working at Greater depth within the standard							
Grammar skills		<p>To be able to</p> <p>Begin to write effectively for different purposes by</p> <ul style="list-style-type: none"> Choosing appropriate adjectives Drawing on their reading to inform their vocabulary <p>Reread their writing to check that it makes sense and begin to make simple revisions</p>	<p>To be able to</p> <p>Write for different purposes, after discussion with the teacher:</p> <p>Using the diagonal and horizontal strokes needed to join letters in most of their writing</p> <p>Use a range of Sentence types (with punctuation).</p> <p>Use a range of vocabulary in their writing and drawing on their reading in this</p> <p>Show writing Stamina (Being able to write longer pieces with a consistent level of sense, spelling and punctuation)</p> <p>Edit their writing for sense, spelling and punctuation</p>	<p>To be able to</p> <p>Begin to write effectively for a range of purposes and audience by</p> <ul style="list-style-type: none"> Maintaining features of the genre throughout the piece Selecting the appropriate verb form Make vocabulary and grammatical choices for effect Drawing independently on what they have read as models for their own writing (e.g. language, structures, characterisation) <p>Control level of formality e.g. vocabulary choice, use of contractions</p>	<p>To be able to</p> <p>Begin to write effectively for a range of purposes and audience by</p> <ul style="list-style-type: none"> Maintaining features of the genre throughout the piece Selecting the appropriate verb form (including progressive and perfect) Make vocabulary and grammatical choices for effect Drawing independently on what they have read as models for their own writing (eg language, structures, characterisation) <p>Control level of formality e.g. vocabulary choice, use of contractions, use of multi-clausal sentences etc.</p> <p>Begin to distinguish between the language of speech and writing and choose the appropriate register e.g. in writing dialogue for characters</p>	<p>To be able to</p> <p>Begin to write effectively for a range of purposes and audience by</p> <ul style="list-style-type: none"> Maintaining features of the genre throughout the piece Selecting the appropriate verb form (including progressive, perfect and modal) Make vocabulary and grammatical choices for effect Drawing independently on what they have read as models for their own writing (e.g. literary language, structures, characterisation) <p>Control and sustain level of formality e.g. vocabulary choice, use of contractions, use of multi-clausal sentences etc.</p> <p>Distinguish between the language of speech and writing and choose the appropriate register e.g. in writing dialogue for characters</p>	<p>To be able to</p> <p>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)</p> <p>Distinguish between the language of speech and writing, and choose the appropriate register</p> <p>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</p>
Punctuation features		<p>To be able to use the punctuation taught at Year 1 mostly accurately (capital letters, full stops, question marks and exclamation marks)</p>	<p>To be able to</p> <p>Write for different purposes, after discussion with the teacher:</p> <p>Using the full range of punctuation taught at key stage 1 mostly correctly including</p> <ul style="list-style-type: none"> Commas to separate items in a list Apostrophes to mark singular possession in nouns 	<p>To be able to</p> <p>Use the range of punctuation taught in Y1-3 mostly correctly (i.e. inverted commas and other punctuation to punctuate direct speech - e.g. a comma after the reporting clause; end punctuation within inverted commas)</p>	<p>To be able to</p> <p>Use the range of punctuation taught in Y1-4 mostly correctly (i.e. inverted commas and other punctuation to punctuate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas)</p>	<p>To be able to</p> <p>Use the range of punctuation taught Y1-5 mostly correctly (e.g. punctuation for parenthesis)</p>	<p>To be able to use the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity</p> <p>Including</p> <ul style="list-style-type: none"> semi-colons between clauses Colons between clauses

Spelling and Handwriting features		Spell most Year 1 common exception words	Spelling most common exception words* Spelling most words with contracted forms* Adding suffixes to spell most words correctly in their writing e.g. -ment, -ness, -ful, --less, -ly*				
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