



Progression Grid: Writing



Transcription

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use their phonic knowledge to write words in ways which match their spoken sounds	Spell words containing the 40+ phonemes, common exception words and days of the week	Spell common exception words, contractions and homophones	Spell wide range of homophones	Spell wide range of homophones	Continue to distinguish between homophones and other words that are often confused	Continue to distinguish between homophones and other words that are often confused
Write some irregular common words	Name letters of the alphabet	Learn alternative spelling phonemes	Spell words that are often misspelt	Spell words that are often misspelt	Spell some words with silent letters	Spell some words with silent letters
Write simple sentences which can be read by themselves and others		Use the possessive apostrophe (singular)	Use possessive apostrophe for plurals	Use possessive apostrophe for plurals	Use knowledge of morphology and etymology as a strategy for spelling	Use knowledge of morphology and etymology as a strategy for spelling
Spell some words correctly and others that are phonetically-plausible	Use prefix un-	Add suffixes -ment, -ness, -ful, -less, -ly	Use a wider range of prefixes and suffixes	Use a wider range of prefixes and suffixes	Use a further range of suffixes and prefixes	Use a further range of suffixes and prefixes
	Add suffix -s and -es to create plural nouns/3 rd person singular for verbs	Use correct spacing between letters and words	Use a dictionary to spell words correctly	Use a dictionary to spell words correctly	Use dictionaries to check spelling and meaning of new words (using first 3 letters)	Use dictionaries to check spelling and meaning of new words (using first 3 letters)
Handle equipment and tools effectively, including pencils for writing	Sit correctly at table holding pencil correctly	Write capital letters of the right size, orientation and proportion	Know which letters are best left unjoined	Know which letters are best left unjoined	Use a thesaurus	Use a thesaurus
	Begin to form correctly-oriented lower-case letters, capital letters and digits 0-9	Form lower-case letters of correct size/proportion	Use the diagonal and horizontal strokes needed to join letters	Use the diagonal and horizontal strokes needed to join letters	Choose the writing implement best suited to the task	Choose the writing implement best suited to the task

		Start using diagonal/horizontal strokes to join and know which are best left unjoined	Increase the legibility, consistency and quality of handwriting	Increase the legibility, consistency and quality of handwriting	Write legibly, fluently and with increasing speed	Write legibly, fluently and with increasing speed
	Write from memory simple sentences dictated by the teacher	Write from memory simple sentences dictated by the teacher	Write from memory simple sentences dictated by the teacher	Write from memory simple sentences dictated by the teacher		
Grammar and Punctuation						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Write simple sentences which can be read by themselves	Leave spaces between words	Use commas in lists	Use wider range of subordinating conjunctions (before, after, while, when, if, because, although)	Choose nouns/pronouns accurately for clarity and cohesion	Use relative clauses with relative pronouns who, which, where, whose, that, when	Use active/passive voice for effect
	Use punctuation for sentences using capital letter, full stop, question mark and exclamation mark	Use apostrophes for the contracted form	Use present perfect verb tense (I have seen)	Use apostrophe for plural possession	Indicate possibility using adverbs (maybe, possibly, perhaps, definitely) and modal verbs (shall, may, might, must, could etc)	Use perfect form to indicate time/cause
	Use "and" to join words and clauses	Use apostrophes for singular possession	Express time, place and cause using conjunctions (when, before, after, while, because)	Use fronted adverbials (adverbs, phrases and subordinate clauses)	Build cohesion within a paragraph	Use hyphens to avoid ambiguity
	Use capital letter for names of people, places, days of the week and pronoun I	Use sentences with different forms: statements, commands, questions and exclamations	Express time, place and cause using adverbs (then, next, soon, therefore)	Use commas after fronted adverbials	Link ideas across paragraphs using adverbials of time, place and number or by varying tense	Use colons to introduce a list and mark boundaries between clauses

		Use expanded noun phrases	Express time, place and cause using prepositions (before, after, during, in, because of)		Use expanded noun phrases for accuracy	Use semi-colons in a longer list and to mark boundaries between clauses
		Use present/past tense including progressive	Punctuate direct speech with inverted commas	Punctuate direct speech with inverted commas	Use commas to clarify meaning/avoid ambiguity	Punctuate bullet points consistently
		Use co-ordination (or, and, but)	Use the forms a or an according to whether the next word begins with a consonant or a vowel		Indicate parenthesis using brackets, dashes and commas	Use wider range of cohesive devices (repetition of word/phrase, adverbials and ellipsis)
		Use subordination (when, if, that, because)				Identify formal/informal structures eg question tags, subjunctive form
		Use some features of Standard English		Know the difference between Standard/non-Standard English		

Language and Vocabulary

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen attentively to a range of stories	Use vocabulary from stories (eg fairy tales) to increase vocabulary in their own writing	Recognise and use simple recurring literary language in stories and poems	Use similar writing to identify and understand vocabulary and language ("magpie" words and phrases to use in own writing)	Broaden range of figurative language to include metaphors, personification and repetition	Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing	Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing
Listen to stories, anticipating key events	Understand how language can be used in narrative and non-fiction	Discuss and clarify meanings of new words, making links to known vocabulary	Create characters, setting and plot	Begin to interweave character, setting, plot and dialogue	Select appropriate language and vocabulary to reflect their	Select appropriate language and vocabulary to reflect their

	(eg to build surprise/present facts)				understanding of audience and purpose	understanding of audience and purpose
Respond to what they hear with relevant questions, comments and actions	Change meaning of adjectives/verbs using prefix un	Use drama and role-play to identify with and explore characters	Use varied and rich vocabulary including: adjectives, expanded noun phrases, adverbs, preposition phrases, collective nouns, similes and alliteration		Become familiar with the language of writing eg figurative language, imagery, style and effect	Become familiar with the language of writing eg figurative language, imagery, style and effect
		Use suffixes -ful, -less, -ness, -ly, -er and -est to form and modify nouns, adjectives and adverbs	Vary sentences openers for effect eg adverbs, preposition phrases and subordinate clauses		Develop characters, settings and atmosphere using language and vocabulary from reading/books	Develop characters, settings and atmosphere using language and vocabulary from reading/books
			Discuss words and features of texts that capture the reader's interest		Integrate dialogue to advance action and convey character	Integrate dialogue to advance action and convey character
					Evaluate how authors use language and consider effect on the reader	Evaluate how authors use language and consider effect on the reader
					Use dictionaries (and thesauruses) to check meaning of new words/language	Use dictionaries (and thesauruses) to check meaning of new words/language
Plan, Draft, Edit and Evaluate						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Write simple sentences which can be read by themselves	Say out loud what they are going to write about	Plan/say aloud what they are going to write, sentence by sentence	Draw on examples of writing (structure, vocabulary and grammar) when planning their own work	Draw on examples of writing (structure, vocabulary and grammar) when planning their own work	Identify audience and purpose when writing	Identify audience and purpose when writing
	Compose sentences orally before writing	Write down key ideas/words/vocabulary	Discuss and record ideas	Discuss and record ideas	Note and develop initial ideas drawing on reading	Note and develop initial ideas drawing on reading
	Re-read what they have written to check it makes sense	Evaluate own writing with teacher/other pupils	Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure	Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure	Select appropriate grammar and punctuation and understand how these can change/enhance meaning	Select appropriate grammar and punctuation and understand how these can change/enhance meaning
	Discuss what they have written with teacher/pupils	Re-read for sense and verb tense consistency	Assess own and others' writing, suggesting improvements	Assess own and others' writing, suggesting improvements	Assess effectiveness of own and others' writing	Assess effectiveness of own and others' writing
		Proof-read for errors in spelling, grammar and punctuation	Suggest changes to grammar and vocabulary	Suggest changes to grammar and vocabulary	Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness	Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness
			Proof-read work for spelling and punctuation errors	Proof-read work for spelling and punctuation errors	Choose the appropriate register (formal/informal)	Choose the appropriate register (formal/informal)
					Use dictionaries to check the spelling and meaning of words	Use dictionaries to check the spelling and meaning of words

Text Structure and Features						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Become familiar with and retell key stories, fairy stories and traditional tales	Draw on a wide range of stories, poems, plays and information books and understand their features	Build on KS1 wide range of stories, poetry, plays, myths, legends, non-fiction and reference books	Build on KS1 wide range of stories, poetry, plays, myths, legends, non-fiction and reference books	Summarise and present familiar stories in their own words	Summarise and present familiar stories in their own words
	Recognise and join in predictable phrases and use these in their writing	Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales	Retell stories orally	Retell stories orally	Summarise main ideas from more than one paragraph using evidence	Summarise main ideas from more than one paragraph using evidence
	Sequence sentences to form short narratives	Recognise simple, recurring language and discuss favourite words and phrases	Recognise themes eg good over evil, use of magical devices	Recognise themes eg good over evil, use of magical devices	Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing	Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing
		Understand the structure of non-fiction books	Be exposed to books that are structured in different ways	Be exposed to books that are structured in different ways	Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure	Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure
		Write for different purposes including narratives (real and fictional), real events and poetry	Identify how language, structure, vocabulary, grammar and presentation contribute to meaning	Identify how language, structure, vocabulary, grammar and presentation contribute to meaning	In fiction, consider how authors develop character and setting	In fiction, consider how authors develop character and setting
		Structure and sequence ideas orally and (where appropriate) through drama and role-play	Use simple organisational devices eg headings, sub-headings	Use simple organisational devices eg headings, sub-headings	Be exposed to wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures	Be exposed to wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures

			Organise paragraphs around a theme	Organise paragraphs around a theme	Evaluate how authors use language and consider effect on the reader	Evaluate how authors use language and consider effect on the reader
			Build cohesion within a paragraph	Build cohesion within a paragraph	Use a wide range of devices to build cohesion within and across paragraphs	Use a wide range of devices to build cohesion within and across paragraphs
			Link ideas across paragraphs using adverbials of time, place and number or by varying tense	Link ideas across paragraphs using adverbials of time, place and number or by varying tense	Use further organisational and presentational devices to structure text	Use further organisational and presentational devices to structure text
			Locate information using contents, index and glossaries	Locate information using contents, index and glossaries		
			Write for a range of purposes			