



Year Group Progression	Guidance Areas	Composition		Transcription	
		Vocabulary, grammar and punctuation	Composition	Spelling	Handwriting
Year 1	Key skills	<ul style="list-style-type: none"> <input type="checkbox"/> Say, and hold in memory whilst writing, simple sentences which make sense <input type="checkbox"/> Write simple sentences that can be read by themselves and others <input type="checkbox"/> Separate words with finger spaces <input type="checkbox"/> Punctuate simple sentences with capital letters and full stops <input type="checkbox"/> Use capital letter for the personal pronoun I <input type="checkbox"/> Use capital letters for names of people, places and days of the week <input type="checkbox"/> Identify and use question marks and exclamation marks <input type="checkbox"/> Use simple connectives to link ideas e.g. and <input type="checkbox"/> Pluralise nouns using 's' and 'es' e.g. dog, dogs; wish, wishes <input type="checkbox"/> Add suffixes to verbs where no spelling change is needed to the root word e.g. helping, helped, helper <input type="checkbox"/> Add the prefix 'un' to verbs and adjectives to change the meaning e.g. untie, unkind 	<ul style="list-style-type: none"> <input type="checkbox"/> Orally compose every sentence before writing <input type="checkbox"/> Re-read every sentence to check it makes sense <input type="checkbox"/> Orally plan and rehearse ideas <input type="checkbox"/> Sequence ideas/events in order <input type="checkbox"/> Use formulaic phrases to open and close texts <input type="checkbox"/> Use familiar plots for structuring the opening, middle and end of their stories <input type="checkbox"/> Write in different forms with simple text type features e.g. instructions, narratives, recounts, poems, information texts <input type="checkbox"/> Discuss their writing with adults and peers <input type="checkbox"/> Read aloud their writing to adults and peers 	<p>See also Sounds-Write progression</p> <ul style="list-style-type: none"> <input type="checkbox"/> Name the letters of the alphabet <input type="checkbox"/> Use letter names to distinguish between alternative spellings of the same sound <input type="checkbox"/> Spell words containing each of the phonemes already taught <input type="checkbox"/> Be able to encode the sounds they hear in words <input type="checkbox"/> Be able to read back words they have spell <input type="checkbox"/> Use their phonic knowledge when spelling unfamiliar words (i.e. produce phonically plausible spellings) <input type="checkbox"/> Spell common exception words <input type="checkbox"/> Spell the days of the week <input type="checkbox"/> Use the spelling rule for adding – s or –es (i.e. when the word has a /ɪz/ sound) <input type="checkbox"/> Use the prefix un– for words without any change to the spelling of the root word <input type="checkbox"/> Use suffixes –ing, –ed, –er and –est where no change is needed in the spelling of root words <input type="checkbox"/> Write from memory simple sentences dictated by the teacher that include spelling taught. 	<ul style="list-style-type: none"> Hold a pencil with an effective grip <input type="checkbox"/> Form lower-case letters correctly – starting and finishing in the right place, going the right way round, correctly oriented <input type="checkbox"/> Have clear ascenders ('tall letters') and descenders ('tails') <input type="checkbox"/> Form capital letters correctly



Writing Skills Overview

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Year 2	Key skills	<p>As above and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Say, write and punctuate simple and compound sentences using the connectives and, but and or <input type="checkbox"/> Use sentences with different forms: statement, question, command, exclamation <input type="checkbox"/> Use commas to separate items in a list <input type="checkbox"/> Use apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, I'll <input type="checkbox"/> Use subordination for time: while, as, before, after <input type="checkbox"/> Use subordination for reason <input type="checkbox"/> Select, generate and effectively use verbs <input type="checkbox"/> Use past tense for narrative, recount (e.g. diary, newspaper report, biography) and historical reports <input type="checkbox"/> Use present tense for nonchronological reports and persuasive adverts <p>Select, generate and effectively use nouns</p> <ul style="list-style-type: none"> <input type="checkbox"/> Add suffixes ness and er to create nouns e.g. happiness, sadness, teacher, baker <input type="checkbox"/> Select, generate and effectively use adjectives <input type="checkbox"/> Add suffixes ful or less to create adjectives e.g. playful, careful, careless <input type="checkbox"/> Use suffixes er and est to create adjectives e.g. faster, fastest, <input type="checkbox"/> Use suffix ly to turn adjectives into adverbs e.g. slowly, gently, carefully 	<p>As above and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas <input type="checkbox"/> Use specific text type features to write for a range of audiences and purposes e.g. to instruct, inform, entertain, explain, discuss, persuade <input type="checkbox"/> Write about real and fictional events <input type="checkbox"/> Write simple poems based on models <input type="checkbox"/> Edit and improve their own writing in relation to audience and purpose <input type="checkbox"/> Evaluate their writing with adults and peers <input type="checkbox"/> Proofread to check for errors in spelling, grammar and punctuation <input type="checkbox"/> Read aloud their writing with intonation to make the meaning clear 	<p>As above and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Segment spoken words into phonemes and represent these by graphemes, spelling many correctly <input type="checkbox"/> Learn new ways of spelling phonemes for which one or more spellings are already known <input type="checkbox"/> Learn some words with each spelling, including a few common homophones <input type="checkbox"/> Learn to spell common exception words <input type="checkbox"/> Learn to spell more words with contracted forms <input type="checkbox"/> Distinguish between homophones and near homophone <input type="checkbox"/> Add suffixes ness and er to create nouns e.g. happiness, sadness, teacher, baker <input type="checkbox"/> Select, generate and effectively use adjectives. <input type="checkbox"/> Add suffixes ful or less to create adjectives e.g. playful, hopeless <input type="checkbox"/> Use suffixes er and est to create adjectives e.g. faster, fastest, <input type="checkbox"/> Use suffix ly to turn adjectives into adverbs e.g. slowly, gently, carefully <p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far</p>	<p>As above and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> form lower-case letters of the correct size relative to one another <input type="checkbox"/> use upper case letters appropriately e.g. not always writing A as a capital, not using capitals within words <input type="checkbox"/> write upper case letters of the correct size relative to lower case letters <input type="checkbox"/> start using some of the diagonal and horizontal strokes needed to join letters



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Year 3	Key skills	<p>As above and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explore and identify main and subordinate clauses in complex sentences <input type="checkbox"/> Explore, identify and create complex sentences using a range of conjunctions e.g. if, while, since, after, before, so, although, until, in case <input type="checkbox"/> Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, <input type="checkbox"/> Select, generate and effectively use adverbs e.g. suddenly, silently, <input type="checkbox"/> Use inverted commas to punctuate direct speech <input type="checkbox"/> Use perfect form of verbs using have and had to indicate a completed action e.g. I have washed my hands. We will have eaten our lunch by the time Dad arrives. <input type="checkbox"/> Use the determiner a or an according to whether the next word begins with a consonant or vowel e.g. a rock, an open <input type="checkbox"/> Explore and collect words with prefixes super, anti, auto 	<p>As above and:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions <input type="checkbox"/> Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing <input type="checkbox"/> Discussing and recording ideas for planning <input type="checkbox"/> Creating and developing settings for narratives <input type="checkbox"/> Creating and developing characters for narrative <input type="checkbox"/> Creating and developing plots based on a model <input type="checkbox"/> Generating and selecting from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type <input type="checkbox"/> Grouping related material into paragraphs <input type="checkbox"/> Using headings and sub headings to organise information <p>Evaluate, and edit by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing <input type="checkbox"/> Discussing and proposing changes with partners and in small groups <input type="checkbox"/> Improving writing in the light of evaluation <p>Perform their own compositions by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Using appropriate intonation, tone and volume to present their writing to a group or class 	<p>As above and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use further prefixes and suffixes and understand how to add them <input type="checkbox"/> Spell further homophones <input type="checkbox"/> Spell words that are often misspelt <input type="checkbox"/> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <input type="checkbox"/> Learn to spell new words correctly and have plenty of practice in spelling them. <input type="checkbox"/> Understand how to place the apostrophe in words with regular plurals (e.g. girls', boys') <input type="checkbox"/> Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology 	<p>As above and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Form and use the four basic handwriting joins <input type="checkbox"/> Write legibly



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Year 4	Key skills	<p>As above and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain. <input type="checkbox"/> Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action. <input type="checkbox"/> Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled. <input type="checkbox"/> Use commas to mark clauses in complex sentences <input type="checkbox"/> Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock." <input type="checkbox"/> Identify, select and effectively use pronouns <input type="checkbox"/> Explore, identify, collect and use noun phrases e.g. The crumbly cookie with tasty marshmallow pieces melted in my mouth. <input type="checkbox"/> Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was. <p>Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones</p>	<p>As above and:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions <input type="checkbox"/> Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing <input type="checkbox"/> Discussing and recording ideas for planning e.g. story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan <p>Draft and write by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Developing settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense <input type="checkbox"/> Planning and writing an opening paragraph which combines the introduction of a setting and character/s <input type="checkbox"/> Organising paragraphs in narrative and non-fiction <input type="checkbox"/> Linking ideas within paragraphs e.g. fronted adverbials for when and where <p>Generating and selecting from vocabulary banks e.g. powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration appropriate to text type</p> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing <input type="checkbox"/> Discussing and proposing changes with partners and in small groups <input type="checkbox"/> Improving writing in light of evaluation <p>Perform own compositions for different audiences</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use appropriate intonation, tone and volume to present their writing to a range of audiences. 	<p>As above and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use further prefixes and suffixes and understand how to add them <input type="checkbox"/> Spell further homophones <input type="checkbox"/> Spell words that are often misspelt <input type="checkbox"/> Use the first three letters of a word to check its spelling in a dictionary <input type="checkbox"/> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <input type="checkbox"/> Learn to spell new words correctly and have plenty of practice in spelling them. <input type="checkbox"/> Understand how to place the apostrophe in words with irregular plurals (e.g. children's). <input type="checkbox"/> Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling 	<p>As above and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write with consistency in size and proportion of letters, e.g. 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



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Year 5	Key skills	<p>As above and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create complex sentences by using relative clauses with pronouns who, which, where, whose, when, that <input type="checkbox"/> Create and punctuate complex sentences using ed openers <input type="checkbox"/> Create and punctuate complex sentences using ing openers <input type="checkbox"/> Create and punctuate complex sentences using simile starters <input type="checkbox"/> Demarcate complex sentences using commas and explore ambiguity of meaning <input type="checkbox"/> Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must <input type="checkbox"/> Use devices to build cohesion within a paragraph e.g. firstly, then, presently, subsequently <input type="checkbox"/> Link ideas across paragraphs using adverbials for time, place and numbers <input type="checkbox"/> Identify and use brackets and dashes <input type="checkbox"/> Use suffixes -ate, -ise, -ify to convert nouns and adjectives into verbs <input type="checkbox"/> Investigate verb prefixes e.g. dis-, re-, pre-, mis-, over- 	<p>As above and:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifying the audience and purpose <input type="checkbox"/> Selecting the appropriate language and structures <input type="checkbox"/> Using similar writing models <input type="checkbox"/> Noting and developing ideas <input type="checkbox"/> Drawing on reading and research <input type="checkbox"/> Thinking how authors develop characters and settings (in books, films and performances) <input type="checkbox"/> Draft and write by: <input type="checkbox"/> Selecting appropriate grammar and vocabulary <input type="checkbox"/> Blending action, dialogue and description within and across paragraphs <input type="checkbox"/> Using devices to build cohesion (see VGP column) <input type="checkbox"/> Using organisation and presentational devices e.g. headings, sub headings, bullet points, diagrams, text boxes <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assessing the effectiveness of own and others' writing in relation to audience and purpose <input type="checkbox"/> Suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning <input type="checkbox"/> Ensuring consistent and correct use of tense throughout a piece of writing <input type="checkbox"/> Ensuring consistent subject and verb agreement <input type="checkbox"/> Proofreading for spelling and punctuation errors <input type="checkbox"/> Perform own compositions for different audiences: <input type="checkbox"/> Using appropriate intonation and volume <input type="checkbox"/> Ensuring meaning is clear 	<p>As above and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Spell words that they have not yet been taught by using what they have learnt about how spelling works in English. <input type="checkbox"/> Use further prefixes and suffixes and understand the guidelines for adding them <input type="checkbox"/> Spell some words with 'silent' letters, e.g. knight, psalm, solemn <input type="checkbox"/> Continue to distinguish between homophones and other words which are often confused <input type="checkbox"/> Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically <input type="checkbox"/> Use dictionaries to check the spelling and meaning of words <input type="checkbox"/> Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary <input type="checkbox"/> Use a thesaurus <input type="checkbox"/> Use suffixes -ate, -ise, -ify to convert nouns and adjectives into verbs <input type="checkbox"/> Investigate verb prefixes e.g. dis-, re-, pre-, mis-, over 	<p>As above and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write fluently <input type="checkbox"/> Choose when it is appropriate to print or join writing e.g. printing for labelling a scientific diagram



<p>Year 6</p>	<p>Key skills</p>	<p>As above and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Manipulate sentences to create particular effects <input type="checkbox"/> Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence <input type="checkbox"/> Use devices to build cohesion between paragraphs in narrative e.g. in the meantime, meanwhile, in due course, until then <input type="checkbox"/> Use ellipsis to link ideas between paragraphs <input type="checkbox"/> Identify and use colons to introduce a list <input type="checkbox"/> Identify and use semi-colons to mark the boundary between independent clauses e.g. It is raining; I am fed up. <input type="checkbox"/> Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved <input type="checkbox"/> Explore how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark <input type="checkbox"/> Explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for – request, <input type="checkbox"/> Identify the subject and object of a sentence <input type="checkbox"/> Explore and investigate active and passive e.g. I broke the window in the greenhouse versus the window in the greenhouse was broken 	<p>As above and:</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifying audience and purpose <input type="checkbox"/> Choose appropriate text-form and type for all writing <input type="checkbox"/> Selecting the appropriate language and structures <input type="checkbox"/> Drawing on similar writing models, reading and research <input type="checkbox"/> Using a range of planning approaches e.g. storyboard, story mountain, discussion group, post-it notes, ICT story planning <p>Draft and write by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Selecting appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact <input type="checkbox"/> Introducing and developing characters through blending action, dialogue and description within sentences and paragraphs <input type="checkbox"/> Using devices to build cohesion <input type="checkbox"/> Deviating narrative from linear or chronological sequence e.g. flashbacks, simultaneous actions, time-shifts <p>Evaluating, selecting and using a range of organisation and presentational devices for different purposes and audiences</p> <ul style="list-style-type: none"> <input type="checkbox"/> Finding examples of where authors have broken conventions to achieve specific effects and using similar techniques in own writing – e.g. repeated use of 'and' to convey tedium, one word sentence. <input type="checkbox"/> Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader <input type="checkbox"/> Use active and passive voice to achieve intended effects e.g. in formal reports, explanations and mystery narrative <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reflecting upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning <input type="checkbox"/> Proofreading for grammatical, spelling and punctuation errors <p>Evaluate and improve performances of compositions focusing on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Intonation and volume <input type="checkbox"/> Gesture and movement <input type="checkbox"/> Audience engagement 	<p>As above and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Be secure with all spelling rules previously taught <input type="checkbox"/> Write increasingly confidently, accurately and fluently, spelling with automaticity <input type="checkbox"/> Use a number of different strategies interactively in order to spell correctly <input type="checkbox"/> Develop self-checking and proof-checking strategies <input type="checkbox"/> Use independent spelling strategies for spelling unfamiliar words 	<p>As above and:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write with increasing speed
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