



Writing Progression of skills

Year Group	Handwriting	Text Structure and organisation	Sentence construction	Grammar terminology	Punctuation
Reception	<ul style="list-style-type: none">-form letters correctly-use the tripod grip to hold a pencil	<ul style="list-style-type: none">-retell stories using their own words-use the past, present and future tenses when speakingUse T4W to orally retell stories as a group	<ul style="list-style-type: none">-write simple phrases and sentences-orally express ideas using full sentences-use conjunctions when speaking	<ul style="list-style-type: none">-use recently introduced vocabulary when speaking	<ul style="list-style-type: none">-recognize capital letters-use capital letters and full stops
Year 1	<ul style="list-style-type: none">-Sit correctly and hold pencil using correct pencil grip.-Form lower case letters in the correct direction starting and finishing in the correct place.-Leave spaces between words.-Form capitals correctly	<ul style="list-style-type: none">-Use talk for writing to learn model texts-Sequence sentences to form short narratives.-Learn features of fairy tales/traditional tales.-Use a simple beginning and ending in narrative-Write captions-Write to recount, instruct and inform-Use adverbs of time- Read aloud what they have written	<ul style="list-style-type: none">-Combine words to make simple sentences.-Use the conjunction 'and' to join words and clauses-Use adjectives to describe-Use adverbs-Use the pronouns 'I', 'he' and 'she'-Use noun phrases	<ul style="list-style-type: none">-capital letter- sentence- punctuation: full stop, question mark, exclamation mark-single clause sentence, multi clause sentence☑-consonant and vowel☑-tense, past, present, future	<ul style="list-style-type: none">- Use capital letters and full stops to punctuate sentences.-Use capital letter for the personal pronoun 'I'.-Use question marks-Use exclamation marks.-Use capital letters for proper nouns



Writing Progression of skills

Year 2	<p>-Form lower case letters correctly. -Form capital letters correctly. -Begin joining letters</p>	<p>--Use talk for writing to learn model texts Plan writing orally using a talk for writing map -Add own ideas to story maps i.e. using post-its -Write narratives with a beginning, middle and end. -Write recount , instruction and information texts. -write poetry -Use adverbs and prepositions of time -Write in the past tense -Write in the present tense -Proof-read work for sense and edit punctuation and spelling.</p>	<p>-Write question, statement, command and exclamation sentences - Use coordinating conjunctions and, but, or. - Use subordinating conjunctions when, that, because, if, so -Open sentences with: <ul style="list-style-type: none">• Adverbs of time• Adverbs of manner• subordinating conjunctions.-Use expanded noun phrases Use determiners according to the noun. -Use pronouns -Use similes in poetry - use the progressive form</p>	<p>-noun, noun phrase - statement, question, exclamation, command - adjective, adverb, verb - tense (past, present), - apostrophe, comma -conjunction, subordination, coordination ☑-progressive form of verbs ☑-contraction, omission, possession</p>	<p>-Use full stops and capital letters to demarcate sentences. -Use capital letters for proper nouns -Use exclamation marks -Use question marks -Use commas for lists -Use apostrophes for contracted words -Use apostrophes for possession (singular)</p>
Year 3	<p>-Join most letters in writing</p>	<p>-Use talk for writing to learn model texts Plan writing orally using a talk for writing map -Add own ideas to story maps i.e. using post-its, changing at least one element Write in the past, present and future tense. -Use paragraphs to indicate a change of theme in non-fiction texts -Use paragraphs to indicate change in time in narrative. -Write narratives with an introduction build-up, problem and solution.</p>	<p>-Use determiners according to the noun. -Use conjunctions of subordination when, if, because, although -Use coordinating conjunctions but, so, and. -Begin sentences with conjunctions -Use fronted adverbials -Use similes in poetry and narrative -use nouns and pronouns to avoid repetition -use adverbs -use prepositions -Use present perfect form</p>	<p>- preposition -conjunction - clause, subordinate clause - direct speech - consonant vowel, - inverted commas, -main clause ☑-adverbial phrase</p>	<p>-Uses inverted commas to indicate speech and rules of speech -Use the possessive apostrophe for single and plural nouns -Use commas after 'ly' adverbials at the beginning of a sentence. -Use commas for lists</p>



Writing Progression of skills

		<ul style="list-style-type: none">-Write to recount (diary, letter, news report), instruct, inform and persuade (advert)-Write non-fiction with a brief introduction and conclusion-Edit their own writing – punctuation, spelling (use simple dictionary) and sense-Comment on their own writing and their peers saying what they like and would improve-			
Year 4	<ul style="list-style-type: none">-join all letters correctly	<ul style="list-style-type: none">-Use talk for writing to learn model texts-Add own ideas to story maps i.e. using post-its, changing elements to innovate-Write in the past, present and future tense-Use paragraphs to indicate change in theme, time or setting-Use paragraphs in non-fictions-Write non-fiction with an introduction and conclusion-Write to recount (diary, letters, news report), inform, instruct and persuade (letter)-Edit own writing – spelling, punctuation, sense and word choices (using thesaurus)	<ul style="list-style-type: none">-Use subordinating and coordinating conjunctions although, therefore, as, because, after, when etc-Use subordinate clauses-Begin sentences with fronted adverbials-Begin sentences with conjunctionsUse prepositions-Use of pronouns and nouns across sentences to aid cohesion and avoid repetition-Use ambitious vocabulary-Use similes and metaphors in poetry or narrative writing.-Awareness of when to use standard and non-standard English-Use present perfect form	<ul style="list-style-type: none">-determiner-pronoun, possessive pronoun-adverbial	<ul style="list-style-type: none">-Use commas after beginning a sentence with a prepositional phrase-Use commas to separate clauses.-Use the rules of dialogue, including punctuation and a new line for a new speaker.-Use commas following fronted adverbials-use possessive apostrophe for singular and plural nouns



Writing Progression of skills

Year 5	<p>-Handwriting is neat, joined correctly and consistently sized</p>	<p>-Use paragraphs for change in theme, setting, time, point</p> <p>-Makes link between Paragraphs</p> <p>-Use past, present and future tense</p> <p>-manage changes between tenses.</p> <p>-Plan orally using talk for writing</p> <p>-Use written models to plan own narratives and non-fiction away from model text</p> <p>-describe setting, characters and atmosphere and integrate dialogue to convey character and advance the action</p> <p>-Write non-fiction to recount, instruct, inform,, persuade and explain</p> <p>-Assess the effectiveness of their own and others writing, suggesting and making improvements.</p> <p>-Proof-read and edit work to check for grammatical accuracy, punctuation and improve vocabulary.</p>	<p>-Use subordinate clauses</p> <p>-Use relative clauses</p> <p>-Use correct verb subject agreement when using singular and plural e.g. The boy eats...; the boys eat...</p> <p>-Use a range of conjunctions e.g. however, furthermore, despite, in addition to, since.</p> <p>-Indicate degrees of possibility using adverbs and modal verbs</p> <p>- Select words for deliberate effect.</p> <p>-Use a thesaurus to widen their vocabulary.</p> <p>-Begin sentences with a verb</p> <p>-Begin sentences with an adjective</p> <p>-Use similes, metaphors and personification</p> <p>-Use standard and non-standard English according to audience.</p> <p>-Stylistic features: rhetorical questions, emotive language</p> <p>-use subjunctive form</p>	<p>- modal verb,</p> <p>- relative pronoun</p> <p>- relative clause</p> <p>- parenthesis, bracket, dash</p> <p>- cohesion, ambiguity</p>	<p>-Use commas to separate phrases and clauses.</p> <p>-Use commas to separate a subordinate clause from a main clause.</p> <p>-use commas to separate a relative clause</p> <p>-Use hyphens</p> <p>-Use brackets and commas for parenthesis.</p> <p>-Know ellipsis have a range of uses and use them in own writing to show:</p> <ul style="list-style-type: none">• passing of time• interruption of speech/thought• suspense <p>-Use a colon to begin a list.</p>
--------	--	--	---	--	--



Writing Progression of skills

Year 6	Handwriting is neat, joined correctly and consistently sized	<p>--Use written models to plan own narratives and non-fiction away from model text</p> <p>-Use past, present and future tenses and manage movement between them in a text</p> <p>-Use paragraphs for change in theme, setting, time, point</p> <p>- Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis</p> <p>-use different narrative structures e.g. flashbacks.</p> <p>-describe setting, characters and atmosphere and integrate dialogue to convey character and advance the action</p> <p>-Write non-fiction to recount, instruct, inform,, persuade and explain</p> <p>-Assess the effectiveness of their own and others writing, suggesting and making improvements.</p> <p>-Proof-read and edit work to check for grammatical accuracy, punctuation and improve vocabulary/effect on the reader.</p>	<p>-Use simple, complex and compound sentences</p> <p>-Use a wide range of conjunctions e.g. consequently, nevertheless, contrary to, however etc.</p> <p>-Extend sentences through use of multiple clauses, both subordinate and relative.</p> <p>-use ambitious vocabulary and choose vocabulary for deliberate effect</p> <p>-Begin sentences in a variety of ways including conjunctions, fronted adverbials, verbs and adjectives.</p> <p>-Use figurative language</p> <p>-Integrate dialogue with action</p> <p>-use the subjunctive form</p> <p>-use formal and informal language appropriately</p> <p>-use the perfect form of verbs</p> <p>-use the passive verb</p>	<p>-subject, object</p> <p>- active, passive</p> <p>- ellipsis, hyphen, colon, semi-colon, bullet points, -subjunctive</p>	<p>-Know that semi colons have two uses and use them in their own writing to:</p> <ul style="list-style-type: none">• Separate items in a list.• Separate main clauses. <p>-Use colons to expand, explain or illustrate a clause</p> <p>-Use dashes to indicate parenthesis</p> <p>-Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> <ul style="list-style-type: none">•Use of the colon to introduce a list and use of semi-colons within lists•Punctuation of bullet points to list information•How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]
--------	--	--	---	--	---

Note: Spelling is taught from Nursery to Year 2 through the Phonics Read Write Inc Programme. When children finish the programme in Year 2 they follow the Ed Shed scheme which is compliant with the National Curriculum.