



## Progression of Knowledge and Skills for Writing

Composition and planning				
KS1 (Year 2)	Year3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>•plan or say out loud what they are going to write about, including writing based on personal experiences.</li> <li>•write down ideas, and/or key words, including new vocabulary</li> <li>•encapsulate what they want to say, sentence by sentence</li> </ul>	<ul style="list-style-type: none"> <li>•discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>•plan or say out loud what they are going to write about, including writing based on personal experiences.</li> <li>•write down ideas, and/or key words, technical vocabulary and phrases</li> <li>•compose and rehearse sentences orally, including dialogue, developing vocabulary and sentence structure choices</li> </ul>	<ul style="list-style-type: none"> <li>•discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>•discuss ideas for writing, beginning to make personal choices when planning</li> <li>•write down ideas, and/or key words, technical vocabulary and phrases</li> <li>•rehearse sentences orally, including dialogue, developing vocabulary and sentence structure choices</li> </ul>	<ul style="list-style-type: none"> <li>•use other similar writing as models for their own</li> <li>•in writing narratives, consider how authors have developed characters, settings and atmosphere in texts they have read, listened to or seen performed</li> <li>•identify the audience for and the purpose of the writing</li> <li>•begin to use a variety of approaches to support effective planning</li> <li>•note and develop initial ideas, drawing on reading and research where necessary</li> <li>•rehearse orally, alternative word choices and sentence constructions to best suit the purpose and effect of a text</li> </ul>	<ul style="list-style-type: none"> <li>•use other similar writing as models for their own</li> <li>•in writing narratives, consider how authors have developed characters, settings and atmosphere in texts they have read, listened to or seen performed</li> <li>•identify the audience for and the purpose of their writing and select the appropriate form when planning</li> <li>•use a variety of approaches to support effective planning</li> <li>•note and develop initial ideas, drawing on reading and research where necessary</li> <li>•rehearse orally, alternative word choices and sentence constructions to best suit the purpose and effect of a text</li> </ul>



## Progression of Knowledge and Skills for Writing

### Composition-Writing

KS1 (Year 2)	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>•write own narratives with a sequence of events</li> <li>•include story language and patterns</li> <li>•re-tell/imitate/adapt familiar stories with events in sequence and include some dialogue</li> <li>•explore characters' feelings and situations in stories, using role play and oral rehearsal</li> <li>•describe characters and setting</li> <li>•write about real events</li> <li>•write for different purposes</li> <li>•establish the basic purpose of a text, using some relevant features</li> <li>•assemble information on a subject</li> </ul>	<ul style="list-style-type: none"> <li>•begin to develop the events in a narrative sequence</li> <li>•begin to include language that is more likely to be found in written texts rather than spoken language</li> <li>•include dialogue within story writing and begin to use this to reveal detail about character</li> <li>•use some detail in the description of setting and characters' feelings or motives</li> <li>•write in a variety of genres and forms, including writing for real purposes and audiences,</li> <li>•begin to select and use forms and vocabulary appropriate to the purpose / reader</li> <li>•assemble information on a subject and turn notes into sentences</li> </ul>	<ul style="list-style-type: none"> <li>•write narratives, developing the detail across the sequence of events</li> <li>•include language that is more likely to be found in written texts rather than spoken language</li> <li>•begin to develop mood and atmosphere, including through dialogue between characters</li> <li>•describe characters both physically and through their actions and speech</li> <li>•include setting descriptions across a text</li> <li>•write in a variety of genres and forms, using the appropriate form / features of the genre for audience and purpose</li> <li>•organise or categorise information based on notes from several sources</li> <li>•in non-narrative material, use simple organisational devices</li> </ul>	<ul style="list-style-type: none"> <li>•experiment with form in narrative writing</li> <li>•adapt writing to distinguish between the language of speech and that of written texts</li> <li>•maintain an appropriate balance between dialogue and narrative</li> <li>•develop some aspects of characterisation through what characters say and do, beginning to integrate this within a text</li> <li>•begin to weave in setting descriptions with characterisation and action</li> <li>•write in a range of genres and forms taking account of different audiences and purposes</li> <li>•organise information gained from notes made from reading into own writing</li> <li>•begin to précis longer paragraphs from reading</li> </ul>	<ul style="list-style-type: none"> <li>•use a variety of narrative structures</li> <li>•adapt writing to distinguish between the language of speech and written texts and choose the appropriate register (formal/informal, personal/impersonal) for example, question tags in informal passages; or the subjunctive mood for very formal texts: the use of technical language; the use of the second person for a less formal, chatty style</li> <li>•blend elements of dialogue, action and description appropriately, ensuring a balance between dialogue and narrator</li> <li>•include aspects of characterisation, including what characters say and do, integrating this within a text</li> </ul>



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<ul style="list-style-type: none"> <li>•convey information and ideas in simple non-narrative forms</li> <li>•listen to and discuss a wide range of contemporary and classic poetry, learning and reciting some</li> <li>•write poetry</li> <li>•use complete sentences grouped together to tell the different parts of the story, linking these with conjunctions</li> <li>•choose appropriate words and phrases to describe</li> <li>•begin to select words for effect from a range provided</li> <li>•begin to vary sentence openings</li> <li>•include some details in both narrative and non-fiction writing</li> </ul>	<ul style="list-style-type: none"> <li>•include the use of devices to organise writing</li> <li>•prepare a range of different forms of poetry to read aloud and perform</li> <li>•write poetry using the features of poetic forms studied</li> <li>•include a structured sequence of events using a range of conjunctions and adverbs</li> <li>•begin to use figurative language</li> <li>select words for effect from a range provided</li> <li>•begin to use a variety of sentence structures</li> <li>•ensure relevant details are included in both narrative and non-fiction writing</li> <li>•begin to use paragraphs to group related materials</li> </ul>	<ul style="list-style-type: none"> <li>•prepare a range of different forms of poetry to read aloud and perform</li> <li>•write poetry using the features of poetic forms studied</li> <li>•sequence events clearly and show how one event leads to another, using appropriate conjunctions and adverbials</li> <li>•include descriptive detail and figurative language to make writing more vivid</li> <li>•choose words and phrases for effect</li> <li>•begin to explore the effect of different sentence structures in their writing, for example by considering the effect of changing the order of the information on the reader:</li> <li>•begin to consider the reader when adding detail in both narrative and non-fiction writing, for example by addressing the reader directly</li> <li>• Use paragraphs to organise ideas around a theme in non-fiction forms</li> </ul>	<ul style="list-style-type: none"> <li>•use a range of organisational and presentational devices to structure text and guide the reader</li> <li>•prepare poems to read aloud and perform</li> <li>•learn a wider range of poetry by heart</li> <li>•experiment with writing poetry using different forms</li> <li>•organise ideas so that they are sequenced logically according to the genre or form, using a range of adverbials and conjunctions</li> <li>•use expressive and figurative language to create mood and atmosphere</li> <li>•begin to make choices about vocabulary, word order, and punctuation for effect</li> <li>•begin to consciously control sentence structures in their writing, sometimes making choices about, sentence length, sentence complexity and punctuation for effect</li> </ul>	<ul style="list-style-type: none"> <li>•weave in setting descriptions with characterisation / action</li> <li>•write in a range of genres and forms taking account of different audiences and purposes and using features confidently</li> <li>•organise information gained from notes made from reading into own writing</li> <li>•précis longer paragraphs from reading</li> <li>•build on previous year groups' use of organisational and presentational devices to structure text and guide the reader</li> <li>•prepare poems to read aloud and perform</li> <li>•learn a wider range of poetry by heart</li> <li>•write poetry using different forms</li> </ul>
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### Progression of Knowledge and Skills for Writing

		<ul style="list-style-type: none"> <li>•use adverbials to connect one paragraph to another</li> <li>•begin to use paragraphs to indicate changes in setting, character and time in a narrative</li> </ul>	<ul style="list-style-type: none"> <li>•engage reader and sustain interest, in both narrative and non-fiction writing, building on examples provided in year 4 such as asking questions / addressing the reader directly</li> <li>•begin to structure main ideas across the text by using paragraphs purposefully</li> <li>•use devices to build cohesion within a paragraph</li> <li>•link ideas across paragraphs using adverbials of time, place or tense choice</li> <li>•begin to use paragraphing to deliberately pace the writing</li> </ul>	<ul style="list-style-type: none"> <li>•make organisational choices for effect, according to the genre or form, using a range of adverbial phrases and conjunctions</li> <li>•use expressive and figurative language to create mood and atmosphere</li> <li>•select suitable punctuation and precise vocabulary when writing</li> <li>•consciously control sentence structures in writing, making deliberate choices about, sentence length, sentence complexity and punctuation for effect</li> <li>•maintain interest for the reader in a variety of ways in both narrative and non-fiction writing</li> <li>•develop points of view and authorial voice</li> <li>•structure main ideas across the text by using paragraphs purposefully e.g. make some links using</li> </ul>
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## Progression of Knowledge and Skills for Writing

				cohesive devices within paragraphs and across paragraphs, repetition of a word or phrase use paragraphing to deliberately pace the writing
Evaluate and edit				
KS1 (Year 2)	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>•proof read for errors in spelling, grammar and punctuation</li> <li>•re-read to check that their writing makes sense, and that tenses are consistent</li> <li>•begin evaluate their writing with the teacher and other pupils</li> <li>•read aloud what they have written with appropriate intonation to make meaning clear to the audience</li> </ul>	<ul style="list-style-type: none"> <li>•proof read for spelling, grammar and punctuation errors</li> <li>•re-read to check that their writing makes sense, that tenses are consistent and that pronouns are used accurately</li> <li>•begin to evaluate and edit the effectiveness of their own and others' writing and suggest improvements</li> <li>•begin to propose changes to vocabulary, punctuation, spelling and grammar</li> <li>•read aloud their own writing, to a group or the whole class, using the appropriate intonation</li> </ul>	<ul style="list-style-type: none"> <li>•proof read for spelling, grammar and punctuation errors</li> <li>•re-read to check that their writing makes sense, that tenses are consistent and that pronouns are used accurately</li> <li>•evaluate and edit the effectiveness of their own and others' writing and suggest improvements.</li> <li>•Begin to propose changes to vocabulary, punctuation, spelling and grammar</li> <li>•read aloud their own writing, to a group or the whole class, using the appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>•proof read for spelling, grammar and punctuation errors</li> <li>•re-read to check that their writing makes sense, that tenses are consistent, pronouns are used accurately, and that there is correct subject and verb agreement when using singular and plural</li> <li>•evaluate and edit, assessing the effectiveness of their own and others' writing</li> <li>•propose changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning</li> <li>•perform their own compositions, using</li> </ul>	<ul style="list-style-type: none"> <li>•proof read for spelling, grammar and punctuation errors</li> <li>•re-read to check that their writing makes sense, that tenses are consistent, pronouns are used accurately, and that there is correct subject and verb agreement when using singular and plural</li> <li>•evaluate and edit, assessing the effectiveness of their own and others' writing</li> <li>•propose changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning</li> <li>•perform their own compositions, using</li> </ul>



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	and controlling the tone and volume so that the meaning is clear		appropriate intonation, volume, and movement so that meaning is clear	appropriate intonation, volume, and movement so that meaning is clear
<b>Vocabulary, grammar and punctuation</b>				
<b>KS1 (Year 2)</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<ul style="list-style-type: none"> <li>•use single clause sentences and multi-clause sentences using coordinating conjunctions</li> <li>•use some multi-clause sentences using subordinating conjunctions</li> <li>•use sentences with different forms: statement, question exclamation command</li> <li>•punctuate sentences using full stops, capital letters, exclamation marks, question marks</li> <li>•use apostrophes for contracted forms</li> <li>•use commas in lists</li> <li>•expand sentences using the co-ordinating conjunctions or, and, but and subordination using when if, that, because</li> </ul>	<ul style="list-style-type: none"> <li>•use single clause sentences and multi-clause sentences using coordinating conjunctions</li> <li>•use some multi-clause sentences using subordinating conjunctions</li> <li>•use the full range of punctuation taught across KS1 to demarcate sentences, including commas in lists and apostrophes for singular possession</li> <li>•use inverted commas to punctuate direct speech</li> <li>•use commas in lists and begin to use them to demarcate clauses</li> <li>•express time, place and cause using conjunctions e.g. when, before, after,</li> </ul>	<ul style="list-style-type: none"> <li>•use single clause sentences and multi-clause sentences using coordinating conjunctions and multi-clause sentences using subordinating conjunctions</li> <li>•use the full range of punctuation taught across KS1 to demarcate sentences, including commas in lists and apostrophes for singular possession</li> <li>•use inverted commas and other punctuation to indicate direct speech i.e. a comma after the reporting clause; end punctuation within inverted commas</li> <li>•use a new line for a new speaker when writing direct speech</li> <li>•use apostrophes to mark plural possession</li> </ul>	<ul style="list-style-type: none"> <li>•use a variety of sentence structures, such as: single clause sentences and multi-clause sentences using coordinating conjunctions and multi-clause sentences using subordinating conjunctions</li> <li>•use the full range of punctuation taught across KS1 and LKS2 to demarcate sentences, including apostrophe use and speech punctuation</li> <li>•use brackets, dashes or commas for parenthesis e.g. asides, additional information</li> <li>•place commas, mostly accurately, to clarify meaning or avoid ambiguity</li> <li>•use a range of conjunctions, prepositions and adverbials, e.g. therefore, despite, even though, later that day,</li> </ul>	<ul style="list-style-type: none"> <li>•use a variety of sentence structures, such as: single clause sentences and multi-clause sentences using coordinating conjunctions and multi-clause sentences using subordinating conjunctions</li> <li>•use the full range of punctuation taught across KS1 and KS2 to demarcate sentences, including apostrophe use and speech punctuation</li> <li>•use hyphens to avoid ambiguity</li> <li>•understand the use of semi-colons, colons and dashes to mark the boundary between independent clauses</li> <li>•use a colon to introduce a list</li> </ul>



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<ul style="list-style-type: none"> <li>• use appropriate adjectives and adverbs to give essential information</li> <li>• use expanded noun phrases to describe and specify</li> <li>• use some features of standard English</li> <li>• learn the grammar for Y2 from English Appendix 2</li> <li>• use the present and past tenses correctly and consistently</li> <li>• use the present progressive and past progressive forms</li> <li>• use and understand the grammatical terminology found in English Appendix 2 in discussing their writing</li> </ul>	<p>while, so, because; adverbs e.g. then, next, soon, therefore; prepositions e.g. before, after, during, in, because, of</p> <ul style="list-style-type: none"> <li>•begin to expand noun phrases in different ways, for example by adding prepositional phrases</li> <li>•use some features of standard English</li> <li>•use the present and past tenses correctly and consistently</li> <li>•use the present perfect form of verbs instead of the simple past</li> </ul>	<ul style="list-style-type: none"> <li>•use commas to demarcate items in a list, clauses and phrases</li> <li>•express time, place and cause using conjunctions e.g. when, before, after, while, so, because; adverbs e.g. then, next, soon, therefore; prepositions e.g. before, after, during, in, because, of</li> <li>•use fronted adverbials</li> <li>•use commas after fronted adverbials</li> <li>•use a variety of expanded noun phrases, for example, by the addition of modifying adjectives, and prepositional phrases</li> <li>•use Standard English forms for verb inflections instead of local spoken forms</li> <li>•maintain the use of the present and past tenses correctly and consistently</li> <li>•use the present perfect form of verbs in contrast to the past tense</li> </ul>	<p>beneath the low moon, slowly and carefully</p> <ul style="list-style-type: none"> <li>•use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>•begin to make precise and effective use of expanded noun phrases, conveying complicated information concisely</li> <li>•use Standard English forms for verb inflections instead of local spoken forms</li> <li>•maintain tense consistently and begin to manage shifts in tense</li> <li>•use the perfect form of verbs to mark relationships of time and cause</li> <li>•indicate degrees of possibility using adverbs or modal verbs</li> <li>•ensure correct subject and verb agreement when using singular and plural</li> <li>•begin to use pronouns and a variety of nouns</li> </ul>	<ul style="list-style-type: none"> <li>•punctuate bullet points consistently</li> <li>•place commas to demarcate items in a list, between clauses and to clarify meaning or avoid ambiguity</li> <li>•use a range of conjunctions, prepositions and adverbials e.g. therefore, despite, even though, later that day, beneath the low moon, slowly and carefully</li> <li>•use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>•make precise and effective use of expanded noun phrases, conveying complicated information concisely</li> <li>•use Standard English forms for verb inflections instead of local spoken forms</li> <li>•maintain tense and person consistently</li> </ul>
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		<ul style="list-style-type: none"> <li>•select appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> </ul>	appropriately to aid cohesion and avoid repetition	<p>including shifts between tenses</p> <ul style="list-style-type: none"> <li>•use the perfect form of verbs to mark relationships of time and cause</li> <li>•use modal verbs or adverbs to indicate degrees of possibility and when deducing, speculating, and making suppositions</li> <li>•use passive constructions where appropriate</li> <li>•ensure correct subject and verb agreement when using singular and plural</li> <li>•use pronouns and a variety of nouns appropriately to aid cohesion and avoid repetition</li> </ul>
<b>Handwriting</b>				
<b>KS1 (Year 2)</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<ul style="list-style-type: none"> <li>•form lower-case letters of the correct orientation and size relative to one another</li> </ul>	<ul style="list-style-type: none"> <li>•begin to use the diagonal and horizontal strokes that are needed to join letters and understand which letters,</li> </ul>	<ul style="list-style-type: none"> <li>•secure the use of the diagonal and horizontal strokes that are needed to join letters and understand which letters, when</li> </ul>	<ul style="list-style-type: none"> <li>•write legibly, fluently and with increasing speed</li> </ul>	<ul style="list-style-type: none"> <li>•write legibly, fluently and with increasing speed</li> </ul>





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<ul style="list-style-type: none"> <li>•start writing at the middle or top of the letters and leave the end ready to join later</li> <li>•write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>•start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</li> <li>•use spacing between words that reflects the size of the letters</li> </ul>	<p>when adjacent to one another, are best left un-joined</p> <ul style="list-style-type: none"> <li>•increase the legibility, consistency and quality of handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</li> </ul>	<p>adjacent to one another, are best left un-joined</p> <ul style="list-style-type: none"> <li>•increase the legibility, consistency and quality of handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</li> </ul>	<ul style="list-style-type: none"> <li>•choose the writing implement that is best suited for a task</li> <li>•choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> </ul>	<ul style="list-style-type: none"> <li>•choose the writing implement that is best suited for a task</li> <li>•choose which shape of a letter to use when given choices and decide whether or not to join specific letters</li> </ul>
Transcription				
KS1 (Year 2)	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>•write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught</li> </ul>	<ul style="list-style-type: none"> <li>•write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>•write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>•use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>•use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary</li> </ul>



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<p>so far</p> <ul style="list-style-type: none"> <li>•segment spoken words into phonemes and represent these by graphemes, spelling many correctly</li> <li>•learn new ways of spelling phonemes for which one or more spellings are already known</li> <li>•spell most words relating to the statements from previous year groups correctly</li> <li>•spell some words with contracted forms</li> <li>•learn some common homophones and near homophones</li> <li>•add suffixes to spell some words correctly in their writing</li> <li>•spell common exception words</li> </ul>	<ul style="list-style-type: none"> <li>•use the first two or three letters of a word to check its spelling in a dictionary</li> <li>•spell most words relating to the statements from previous year groups correctly, after independent proof-reading</li> <li>•spell some words relating to the Y3/4 curriculum statements and word list correctly, after independent proof-reading</li> </ul>	<ul style="list-style-type: none"> <li>•use the first two or three letters of a word to check its spelling in a dictionary</li> <li>•spell most words relating to the statements from previous year groups correctly, after independent proof-reading</li> <li>•spell most words relating to the Y3/4 curriculum statements and word list correctly, after independent proof-reading</li> </ul>	<ul style="list-style-type: none"> <li>•use dictionaries to check the spelling and meaning of words</li> <li>•use a thesaurus to select precise and effective vocabulary</li> <li>•spell most words relating to the statements from previous year groups correctly, after independent proof-reading</li> <li>•spell some words relating to the Y5/6 curriculum statements and word list correctly, after independent proof-reading</li> </ul>	<ul style="list-style-type: none"> <li>•use dictionaries to check the spelling and meaning of words</li> <li>•use a thesaurus to select precise and effective vocabulary</li> <li>•spell most words relating to the statements from previous year groups correctly, after independent proof-reading</li> <li>•spell most words relating to the Y5/6 curriculum statements and word list correctly, after independent proof-reading</li> </ul>
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