



Writing Progression Overview



Year R	Transcription		Composition		
	Spelling	Handwriting	Grammar	Punctuation	Composition
	<p>I can use Phase 2, Phase 3 and Phase 4 phonic knowledge to write words in ways which match spoken sounds - some being spelt correctly and others being phonetically plausible</p> <p>I can write some irregular (tricky) common words.</p>	<p>I can hold a pencil between a thumb and two fingers using the tripod grip</p> <p>I can write recognisable letters, most are correctly formed</p> <p>I can write my name, although some letter formations may be incorrect and there is a mixture of lower/upper case letters.</p>		<p>I know and can use a capital letter for names and the start of a sentence.</p> <p>I know there is a full stop at the end of a sentence.</p>	<p>I can write simple phrases that can be read by others</p>



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Year 1	<p>I can use Phase 2, Phase 3, Phase 4 and Phase 5 phonic knowledge to write words in ways which match their spoken sounds - many being spelt correctly and others being phonetically plausible</p> <p>I can add the prefix 'un' and recognise its impact.</p> <p>I can add the suffixes -ing, -ed, -er -est to spell many words correctly</p> <p>I can add the regular plural noun suffixes -s or -es</p> <p>I can spell most Year 1 common exception words</p> <p>I can say a word slowly to hear all the phonemes</p> <p>I can segment spoken words into individual phonemes</p> <p>I am able to use different ways of spelling long vowel phonemes.</p> <p>I can name the letters of the alphabet in order</p> <p>I can confidently use letter names to distinguish between different spellings with the same sound.</p> <p>I can spell the days of the week.</p> <p>I can write simple sentences dictated by the teacher that include words using GPCs and common exception words taught so far.</p>	<p>I can sit correctly at the table.</p> <p>I can hold a pencil comfortably and correctly, appropriately to my 'preferred' hand</p> <p>I can form the digits 0-9.</p> <p>I can write lower case letters in the correct direction, starting and finishing in the correct place.</p> <p>I am beginning to join letters that belong to the same 'handwriting families.'</p> <p>I can form full stop, question mark and exclamation mark, increasingly without a reminder</p> <p>I can form the majority of capital letters correctly</p> <p>I can form lower-case letters of a consistent size.</p> <p>If ready, use lead ins.</p> <p>I can use spacing between words that reflects the size of the letters.</p>	<p>I can use simple past and present verbs mostly accurately</p> <p>I can use a simple sentence structure.</p> <p>I am beginning to use adjectives (colour, shape, size, emotion).</p> <p>I am beginning to use a series of simple sentence structures which may be repeated to write a story or recount.</p> <p>I can use coordinating conjunctions: 'and' + 'but'.</p> <p>I can use, identify and write statements, questions and exclamations.</p> <p>I can use a range of adjectives for effect (shape/colour/size/emotion)</p> <p>I know a verb as a 'doing word'</p> <p>I can write simple sentences for memory dictated by the teacher.</p>	<p>I understand what a sentence is and that it has a capital letter and a full stop.</p> <p>I am aware of all capital letters/lower case pairs</p> <p>I can use spaces to separate words.</p> <p>I can use capital letters, full stops, question marks and explanation marks to demarcate sentences.</p> <p>I can use capital letters for proper nouns (including days of the week and names) and the personal pronoun 'I'.</p>	<p>I can plan or say out loud what I am going to write about.</p> <p>I can compose a sentence orally before writing.</p> <p>I can repeat my sentence before writing so that it is clear in my head and helps me to remember it</p> <p>I can sequence sentences to form short narratives</p> <p>I can write in a variety of different genre including: poetry, real events, fictional experiences and for different purposes.</p> <p>I can use and apply what I have learnt through sentence and word work</p> <p>I can re-read what I have written to check that it makes sense.</p> <p>I can read aloud my writing clearly enough to be heard by my peers and the teacher.</p> <p>I can discuss what I have written with the teacher or another pupil.</p>



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Year 2	<p>I can segment spoken words into phonemes and represent these by graphemes, spelling most words correctly and making phonically-plausible attempts at others</p> <p>I can spell most common exception words.</p> <p>I can segment multi-syllabic words</p> <p>I can write simple sentences using Grapheme Phoneme Correspondences (GPC).</p> <p>I can distinguish between homophones and near homophones.</p> <p>I am aware that words are not always spelt like they sound</p> <p>I can spell contractions</p> <p>I can add suffixes to spell longer words (less, ment, ness).</p> <p>I can use the suffixes 'er', 'est' in adjectives and 'ly' to turn adjectives into adverbs.</p> <p>I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p>	<p>I am using lead-ins</p> <p>I can use spacing between words that reflects the size of the letters.</p> <p>I am developing a joined style</p> <p>I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>I can form lower-case letters of the correct size relative to one another</p> <p>I can start using some of the diagonal and horizontal strokes needed to join letters</p> <p>I can understand which letters, when adjacent to one another, are best left unjoined</p>	<p>I can use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</p> <p>I can use statements, questions, exclamations and commands for effect.</p> <p>I can identify adjectives and explain their effect on the reader.</p> <p>I can write sentences dictated by the teacher.</p> <p>I can use simple gender forms.</p> <p>I can use a string of capital letters for effect</p> <p>I can select appropriate sentences for effect.</p> <p>I can write simple sentences using exception words and punctuation.</p> <p>I can discuss language using an increasing number of technical terms</p> <p>I can use adjectives to add information about a noun (i.e. expand a noun phrase to describe and specify).</p> <p>I can consistently identify and use the present and past tense of verbs in my writing.</p> <p>I can understand, identify and use imperative verbs in my writing.</p> <p>I understand the progressive tense and link it to my 'ing' suffix.</p>	<p>I can explain what a comma does.</p> <p>I can use commas in a list.</p> <p>I can use capital letters, full stops, question marks and explanation marks to demarcate sentences</p> <p>I can use capital letters for proper nouns- (including places)</p> <p>I can identify speech marks in a text</p> <p>I can use speech marks.</p> <p>I can identify different apostrophes and discuss how they are used.</p> <p>I can use apostrophes for contractions e.g. don't</p> <p>I can use apostrophes for possession.</p> <p>I can use and understand the effect of appropriate punctuation to demarcate sentences.</p>	<p>I take pride in my writing</p> <p>I can develop and order my ideas through participation in drama/role play/improvisation</p> <p>I need to plan or say out loud what I am going to write, sentence by sentence.</p> <p>I can use new vocabulary in my writing, which I have taken from my reading/whole class discussions</p> <p>I can construct and use a plan to order my writing.</p> <p>I am positive about writing and I am building a writing stamina</p> <p>I can write sentences that are sequenced to form a range of writing genres e.g. personal experiences, narrative, fiction, real events, poetry, writing for different purposes.</p> <p>I can re-read to check that my writing makes sense</p> <p>I can check that verbs are used correctly & consistently</p> <p>I can read aloud my writing with intonation, to make the meaning clear.</p> <p>I can check if my writing makes sense and make improvements.</p> <p>I can proof read to make improvements to spelling, grammar and punctuation.</p> <p>I can evaluate my writing with the teacher and other pupils.</p>



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Year 3	<p>I can spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 & Y3). (See Spelling Shed program for spelling rules.)</p> <p>I am able to practice new spellings and check whether I have written them correctly</p> <p>I can use the first two or three letters of word to check its spelling in a dictionary.</p> <p>I understand the words 'omit; omission', possess; possession' in relation to the use of apostrophes and can talk about how to use apostrophes</p> <p>I can write from memory simple sentences, dictated by the teacher,</p> <p>I can use a range of strategies to help me learn to spell new words correctly</p>	<p>I can consistently use the diagonal and horizontal strokes needed to join some letters.</p> <p>I can continue to use spacing between words that reflects the size of the letters.</p> <p>I am using the lead in and lead out strokes to join my letters</p> <p>I can check that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p> <p>I understand which letters are best left un-joined.</p> <p>I can check on the consistency of my handwriting e.g. ensuring that the downstrokes of letters are parallel and equidistant</p> <p>I correctly form my ascenders and descenders..</p> <p>I take pride in how my writing looks</p> <p>I can check all aspects of clarity and consistency in my handwriting</p> <p>I can write legibly with letters of consistent size and orientation in a cursive style.</p> <p>I am writing with increasing legibility, consistency and quality.</p>	<p>I can use correct tense consistently, including the present perfect tense</p> <p>I can classify adjectives.</p> <p>I can use a variety of conjunctions, adverbs and prepositions to express time and cause.</p> <p>I can plan to use paragraphs to group related material.</p> <p>I understand the difference between a clause and a phrase.</p> <p>I can use a variety of sentence openers to add interest.</p> <p>I can identify the main clause in a sentence.</p> <p>I am beginning to identify the subordinate clause in a sentence.</p> <p>I am confidently using paragraphs to structure my writing in a variety of genre.</p> <p>I can use nouns or pronouns appropriately to avoid repetition.</p> <p>I can identify and use a range of regular and irregular verbs.</p> <p>I can consider the impact that different adjectives have in my writing.</p> <p>I consistently use the correct determiner (a/an) and understand why.</p>	<p>I can use the full range of punctuation taught at key stage 1 and in Y3 mostly correctly. (FS, CL, commas in a list, ?, ! and apostrophes for both contraction and plurals)</p> <p>I am beginning to use inverted commas to punctuate speech</p> <p>I can use speech appropriately in my writing.</p> <p>I can use commas to mark a pause in a complex sentence.</p>	<p>I can write for both fictional and non-fictional purposes, drawing on their reading to inform the vocabulary and grammar of their writing.</p> <p>I can describe settings and characters (using expanded noun phrases).</p> <p>I can use simple organisational devices (e.g. headings or sub-headings) appropriately.</p> <p>I can talk about a genre of writing identifying its structure, vocabulary and grammar</p> <p>I can discuss and record my ideas.</p> <p>I can compose and rehearse sentences orally, improving them through a range of varied and rich vocabulary and range of sentence structures.</p> <p>I can organise my writing in paragraphs around a theme.</p> <p>I can use the features of non narrative material.</p> <p>I can create settings, characters and plot in narrative writing.</p> <p>I can proof read my work to check for spelling, grammar and punctuation errors.</p> <p>I can assess the effectiveness of my own (and others) writing and suggest improvements to grammar and vocabulary to improve consistency including the accuracy of pronouns</p> <p>I can read aloud to a group or class using the appropriate intonation and control the tone and volume so that the meaning is clear.</p> <p>I can evaluate what I have written with the teacher or another pupil.</p>



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Year 4	<p>I can spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3/Y4) (See Spelling Shed program for spelling rules.)</p> <p>I can use the first two or three letters of word to check its spelling in a dictionary.</p> <p>I understand the basic rules for singular and plural nouns.</p> <p>I can locate words which are often misspelt in my own and other's writing</p> <p>I can practice these words in order to learn the accurate spelling</p> <p>I can write from memory simple sentences, dictated by the teacher, that includes words and punctuation taught so far</p>	<p>I can produce legible joined handwriting</p> <p>I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</p> <p>I am writing at length with increasing legibility, consistency and quality; for example, 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.</p>	<p>I can use preposition phrases to expand noun phrases.</p> <p>I can maintain Standard English forms correctly, e.g. <i>I was (not I were), should have (not should of), ours (not ares),</i></p> <p>I can use a range of co-ordinating and subordinating conjunctions</p> <p>I can use present, past, progressive and perfect tense verb forms accurately</p> <p>I can express time, place and cause using conjunctions (when, before, after), adverbs (then, next, soon), or propositions (before, after, during).</p> <p>I can use paragraphs as a way to group related material.</p> <p>I can choose specific nouns and powerful verbs depending on the purpose of my writing.</p> <p>I understand "its" (no apostrophe) is a possessive pronoun, similar to <i>his, hers, ours, or theirs</i>. It indicates ownership and does not have an apostrophe.</p> <p>I can explain and demonstrate the difference between plural and possessive 's'.</p> <p>I can identify the main and subordinate clause in a sentence and</p> <p>I can understand, identify and write fronted adverbials with a comma.</p> <p>I am becoming familiar with using a thesaurus to expand vocabulary.</p> <p>I am using a range of nouns or pronouns to avoid repetition.</p> <p>I can write, from memory, complex sentences dictated by a teacher with the correct punctuation.</p>	<p>I can use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas)</p> <p>I can use commas after fronted adverbials and with a reported clause</p> <p>I can use inverted commas to punctuate direct speech.</p> <p>I can punctuate speech accurately in my writing (" CL . . ! ? " .)</p> <p>I can use a comma to mark a pause in a complex sentence.</p> <p>I can indicate possession by using the possessive apostrophe with plural nouns.</p> <p>I consistently use speech punctuation, commas and apostrophes in my writing.</p>	<p>I can use expanded noun phrases and adverbials to develop descriptions of settings and characters</p> <p>I can write effectively for a range of purposes and audiences</p> <p>I can talk about a genre of writing identifying its structure, vocabulary and grammar.</p> <p>I can discuss and record my ideas.</p> <p>I can compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures.</p> <p>I can organise my writing in paragraphs around a theme.</p> <p>I can use the features of non narrative material.</p> <p>I can create settings, characters and plot in narrative writing.</p> <p>I can write in a variety of genre.</p> <p>I can proof read my work to check for spelling, grammar and punctuation errors.</p> <p>I can assess the effectiveness of my own and others writing.</p> <p>I can propose changes to grammar and vocabulary to improve consistency including the accuracy of pronouns.</p> <p>I can read aloud to a group or class using the appropriate intonation and control the tone and volume so that the meaning is clear.</p> <p>I can evaluate what I have written with the teacher or another pupil.</p>



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Year 5	<p>I can spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1, Y3/Y4 and some Y5/6) (See Spelling Shed program for spelling rules.)</p> <p>I can distinguish between more complex homophones and other words which are often confused</p> <p>I can spell words on the Year 5/6 list.</p> <p>I can use a dictionary to check the spelling and meaning of words.</p> <p>I can use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p> <p>I can use a thesaurus to define words and collect a variety of words to support writing.</p>	<p>I can write legibly and fluently with increasing speed.</p>	<p>I can use adverbs to add detail, qualification and precision</p> <p>I can use expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase</p> <p>I can use relative clauses, sometimes omitting the relative pronoun</p> <p>I am beginning to understand how the passive affects the presentation of information and can sometimes demonstrate this.</p> <p>I am beginning to identify the difference between formal and informal speech structures and use this in my writing, paying attention to audience and genre.</p> <p>I can often use expanded noun phrases for effect in my independent writing.</p> <p>I can begin to indicate degrees of possibility using adverbs (perhaps) or modal verbs (might).</p>	<p>I can use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, commas after fronted adverbials, apostrophes for contraction and possession, inverted commas and other speech punctuation)</p> <p>I can use commas within complex sentences (including relative clauses).</p> <p>I can use commas for clarity mostly correctly e.g. 'Mangoes which are grown in hot countries are delicious' vs 'Mangoes, which are grown in hot countries, are delicious'.</p> <p>I can use some punctuation for parenthesis (brackets, commas, dashes)</p> <p>I can identify and use a comma, bracket or dash with accuracy and confidence within my writing.</p> <p>I can identify and use colons to begin lists.</p> <p>I am beginning to identify when a semi colon can be used e.g. to replace a conjunction or within lists.</p>	<p>I can write effectively for a range of purposes and audiences</p> <p>I am beginning to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs</p> <p>In non-narrative writing, I can use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)</p> <p>I can use a wide range of clause structures, sometimes varying their position within the sentence to engage the audience.</p> <p>In narratives, I can describe settings, characters, create atmosphere, and integrate dialogue to convey character and advance the action.</p> <p>I can compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures.</p> <p>I am beginning to draft and write by selecting appropriate grammar and vocabulary.</p> <p>I am beginning to develop ideas for writing, drawing on reading and research from secondary resources.</p> <p>I can usually use the correct tense throughout a piece of writing.</p> <p>I am beginning to check for correct subject and verb agreement.</p> <p>I can sometimes précis longer passages.</p> <p>I can, with peer support, evaluate and edit by assessing the effectiveness of my own and others' writing and can usually propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>



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Year 6	<p>I can spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1, Y3/Y4 and most Y5/6) (See Spelling Shed program for spelling rules.)</p> <p>I can independently use a dictionary to check the spelling and meaning of words.</p> <p>I can always use the first three or four letters of a word to check spelling meaning or both of these in a dictionary.</p> <p>I can choose to use a thesaurus to define words and collect a variety of words to support writing.</p> <p>I can use a range of strategies to support accurate spelling in my writing.</p> <p>I can use my knowledge of morphology and etymology to work out how to spell and understand words</p>	<p>I can always write legibly and fluently and within increasing speed.</p> <p>I can choose an appropriate handwriting style for a particular task.</p> <p>I can choose the writing implement that is best suited for the task.</p>	<p>I can 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>I can use verb tenses consistently and correctly throughout their writing</p> <p>I can identify and use the passive accurately in my work.</p> <p>I can use and understand grammatical terminology accurately and appropriately in discussing my writing and reading.</p> <p>I can confidently use relative clauses beginning with who, which, where, when, whose, that or with an omitted pronoun.</p> <p>I can indicate degrees of possibility using adverbs (perhaps) or modal verbs (might).</p> <p>I can use formal and informal speech accurately in independent writing depending on genre or audience.</p> <p>I can use expanded noun phrases to convey complicated information concisely.</p> <p>I can use the perfect form of verbs to mark relationships of time and cause.</p> <p>I can understand and use the subjunctive form of verbs to express a hypothetical situation and express wishes, requests and commands more formally</p> <p>I can understand how words are related by meaning as synonyms and antonyms.</p>	<p>I can use the range of punctuation taught at key stage 2 mostly correctly, e.g. commas after fronted adverbials, apostrophes for plural possession, brackets, dashes and commas to indicate parenthesis, commas for clarity and to avoid ambiguity, hyphen, semi colon and colon to introduce lists</p> <p>I can independently identify and use semi colons, colons and dashes accurately (boundaries and lists).</p> <p>I can use commas to clarify meaning or avoid ambiguity.</p> <p>I can use ellipses to link ideas between sentences/paragraphs.</p> <p>I can use bullet points effectively and consistently.</p>	<p>I can 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), using similar writing as a model</p> <p>In narratives, I can describe settings, characters and atmosphere, using a variety of techniques to engage the reader and choosing appropriate vocabulary that creates a consistent picture, e.g. verbs, preposition phrases, fronted adverbials, expanded noun phrases, relative clauses</p> <p>I can integrate dialogue in narratives to convey character and advance the action, using correctly punctuated speech</p> <p>I can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <p>I can use my own knowledge to plan, draft, write and edit my own composition.</p> <p>I can choose the appropriate tone for my writing (informal or formal).</p> <p>I can compose and rehearse sentences orally improving them through a range of varied and rich vocabulary and range of sentence structures.</p> <p>I can perform my own compositions, considering my audience using appropriate intonation, volume and movement so that meaning is clear.</p> <p>I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>- I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p>