

General Skill Progression in writing

Preschool

Enjoys drawing / mark making freely. Begin to add marks to their drawings	Gives meaning to their mark, eg their name.	Begin to use some of their print and letter knowledge in their early writing.	Begin to write first letter in their name	Use some of their print and letter knowledge in their early writing.	Write some or all of their names. Write some letters accurately
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Reception

To copy their name To give meanings to the marks they make To copy taught letters To write initial sounds To begin to write CVC words using taught sounds	To write their name To use the correct letter formation of taught letters To write words and labels using taught sounds To begin to write captions using taught sounds	To form lower-case letters correctly To understand that sentences start with a capital letter and end with a full stop To spell words using taught sounds To spell some taught red words correctly	To form lower-case letters correctly and begin to form capital letters To begin write sentences using finger spaces To spell words using taught sounds To spell some taught red words correctly	To form lower-case and capital letters correctly To begin to write longer words which are spelt phonetically To begin to use capital letters at the start of a sentence To begin to use full stops when writing a sentence To spell some taught red words correctly To begin to read their work back	To form lower-case and capital letters correctly To begin to write longer words and compound words which are spelt phonetically To write sentences using a capital letter, finger spaces and full stop To spell some taught red words correctly To read their work back and check it makes sense	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
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Year 1:

Contexts for Writing	<ul style="list-style-type: none">● writing narratives about personal experiences and those of others (real and fictional)● writing about real events● writing poetry● writing for different purposes
Sentence	<ul style="list-style-type: none">● How words can combine to make sentences● Joining words and joining clauses using and● Sequence sentences
Punctuation	<ul style="list-style-type: none">● Separation of words with spaces● Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences● Capital letters for names and for the personal pronoun I
Planning	<ul style="list-style-type: none">● saying out loud what they are going to write about● composing a sentence orally before writing it
Organisation	<ul style="list-style-type: none">● Use simple organisational devices when applicable
Editing and Revision	<ul style="list-style-type: none">● read their writing aloud clearly enough to be heard by their peers and the teacher.● re-reading what they have written to check that it makes sense● Revise grammar and vocabulary.
Performance	<ul style="list-style-type: none">● read their writing aloud clearly enough to be heard by their peers and the teacher.
Handwriting	<ul style="list-style-type: none">● sit correctly at a table, holding a pencil comfortably and correctly● begin to form lower-case letters in the correct direction, starting and finishing in the right place● form capital letters● form digits 0-9● understand which letters belong to which handwriting 'families' and to practise these

Year 2 must teach elements of the Year 1 skill progression as well as Year 2 if not mastered

Year 2

Contexts for Writing	<ul style="list-style-type: none">● writing narratives about personal experiences and those of others (real and fictional)● writing about real events● writing poetry● writing for different purposes
Sentence	<ul style="list-style-type: none">● Subordination (using when, if, that, because) and co-ordination (using or, and, but)● Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]● How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command● Correct choice and consistent use of future, present tense and past tense throughout writing● Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]● encapsulating what they want to say, sentence by sentence
Punctuation	<ul style="list-style-type: none">● Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences● Commas to separate items in a list● Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]
Planning	<ul style="list-style-type: none">● planning or saying out loud what they are going to write about● writing down ideas and/or key words, including new vocabulary
Organisation	<ul style="list-style-type: none">● Use simple organisational devices when applicable
Editing and Revision	<ul style="list-style-type: none">● evaluating their writing with the teacher and other pupils● rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form● proofreading to check for errors in spelling, grammar and punctuation● Revise grammar and vocabulary.● use the first 2 or 3 letters of a word to check its spelling in a dictionary
Performance	<ul style="list-style-type: none">● read aloud what they have written with appropriate intonation to make the meaning clear
Handwriting	<ul style="list-style-type: none">● form lower-case letters of the correct size relative to one another● 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 unjoined● write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters● use spacing between words that reflects the size of the letters.

Year 3 must teach elements of the Year 2 skill progression as well as Year 3 if not mastered

Year 3

Contexts for Writing	<ul style="list-style-type: none">● discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar● in narratives, creating settings, characters and plot● in non-narrative material
Sentence	<ul style="list-style-type: none">● Expressing time, place and cause using conjunctions (subordinate clauses) eg when, before, after, while, so, because or prepositions● Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]● Introduction to direct speech with reporting clause first and last
Punctuation	<ul style="list-style-type: none">● Inverted commas to punctuate direct speech and begin to introduce other punctuation for direct speech.● Use commas with subordinate clauses when applicable
Planning	<ul style="list-style-type: none">● discussing and recording ideas● composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
Organisation	<ul style="list-style-type: none">● Use organisational devices when applicable● Begin to Organise paragraphs around a theme
Editing and Revision	<ul style="list-style-type: none">● assessing the effectiveness of their own and others' writing and suggesting improvements● proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences● proofread for spelling and punctuation errors● Revise grammar and vocabulary to make it appropriate.● use the first 3 or 4 letters of a word to check its spelling in a dictionary
Performance	<ul style="list-style-type: none">● read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Handwriting	<ul style="list-style-type: none">● use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined● increase the legibility, consistency and quality of their handwriting

Year 4 must teach elements of the Year 3 skill progression as well as Year 4 if not mastered

Year 4

Contexts for Writing	<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • in narratives, creating settings, characters and plot • in non-narrative material
Sentence	<ul style="list-style-type: none"> • Expressing time, place and cause using adverbs eg, then, next, soon, therefore or prepositions (prepositional phrases) eg before, after and during • Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) • Exploration of fronted adverbials [for example, Later that day, I heard the bad news.] and adverbials (for example, I heard the bad news later that day). • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition, including look at possessive pronouns • Use of a range of determiners (interrogative, article, possessive, quantifiers and demonstratives) • Difference between clause and phrase
Punctuation	<ul style="list-style-type: none"> • Accurate use of direct speech punctuation, including when the reporting clause is at the start, in the middle or at the end of the direct speech • Use of commas after fronted adverbials • Plural apostrophe
Planning	<ul style="list-style-type: none"> • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
Organisation	<ul style="list-style-type: none"> • Use organisational devices when applicable with accuracy • Organise paragraphs around a theme consistently
Revision and Editing	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements improving writing • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences with accuracy • proofread for spelling and punctuation errors with accuracy • Revise grammar and vocabulary to make it appropriate consistently • consistently use the first 3 or 4 letters of a word to check its spelling in a dictionary
Performance	<ul style="list-style-type: none"> • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

	with confidence
Handwriting	<ul style="list-style-type: none"> • Further use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Further increase the legibility, consistency and quality of their handwriting

Year 5 must teach elements of the Year 4 skill progression as well as Year 5 if not mastered

Year 5

Contexts for Writing	<ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs
Sentence	<ul style="list-style-type: none"> • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun • Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Linking ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before] • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
Punctuation	<ul style="list-style-type: none"> • Brackets, dashes or commas to indicate parenthesis • Use of commas to clarify meaning or avoid ambiguity
Planning	<ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Organisation	<ul style="list-style-type: none"> • using further organisational and presentational devices to structure text and to guide the reader
Revision and Editing	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • begin to ensure correct use of tense throughout a piece of writing

	<ul style="list-style-type: none"> ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors precise longer passages Revise grammar and vocabulary to make it appropriate, understanding how such choices can change and enhance meaning Use a thesaurus to improve word choice
Performing	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Handwriting	<ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task

Year 6 must teach elements of the Year 5 skill progression as well as Year 6 if not mastered

Year 6

Contexts for Writing	<ul style="list-style-type: none"> selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action precising longer passages using a wide range of devices to build cohesion within and across paragraphs
Sentence	<ul style="list-style-type: none"> The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] Linking 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 selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. Exploration of subject and object of clauses (when recapping subordinate clauses)
Punctuation	<ul style="list-style-type: none"> Use of semicolons in lists Use of colons to introduce a list Punctuation of bullet points Colons and semicolons between independent clauses How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]

Planning	<ul style="list-style-type: none"> ● noting and developing initial ideas, drawing on reading and research where necessary ● identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ● in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Organisation	<ul style="list-style-type: none"> ● using further organisational and presentational devices to structure text and to guide the reader with accuracy
Revision and editing	<ul style="list-style-type: none"> ● assessing the effectiveness of their own and others' writing ● proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning with greater impact ● ensuring the consistent and correct use of tense throughout a piece of writing ● ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register with accuracy ● proofread for spelling and punctuation errors finding the majority ● précise longer passages with consistency ● Revise grammar and vocabulary to make it appropriate, understanding how such choices can change and enhance meaning with continuing accuracy ● Use a thesaurus to improve word choice and impact with continuing accuracy
Performing	<ul style="list-style-type: none"> ● perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear with confidence
Handwriting	<ul style="list-style-type: none"> ● choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters with accuracy ● choosing the writing implement that is best suited for a task consistently