



Progression of Key Knowledge and Skills in Writing



Key Skills	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic & Whole word spelling (See Phonics and Spelling scheme progression documents for more detail)	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters (all single letter sounds and at least 10 digraphs).</p>	<p>Can spell words using each of the 40+ phonemes taught.</p> <p>Can spell common exception words and names for the days of the week.</p> <p>Name the letters of the alphabet in order.</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p>	<p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones.</p> <p>Learning to spell common exception words.</p>	<p>Spell further homophones</p> <p>Spell words that are often misspelt (National Curriculum Appendix 1)</p>	<p>Spell further homophones</p> <p>Spell words that are often misspelt (National Curriculum Appendix 1)</p>	<ul style="list-style-type: none">• spell some words with 'silent' letters• continue to distinguish between homophones and other words which are often confused• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1	<ul style="list-style-type: none">• spell some words with 'silent' letters• continue to distinguish between homophones and other words which are often confused• use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1

			Distinguishing between homophones and near-homophones.				
Other word building spelling (See Phonics and Spelling scheme progression documents for more detail)	Write short sentences with words with known letter-sound correspondences.	Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. Using the prefix un–.	Learning the possessive apostrophe (singular). Learning to spell more words with contracted forms. Add suffixes to spell longer words,	Use further prefixes and suffixes and understand how to add them. Place the possessive apostrophe accurately in words with regular plurals and in words	Use further prefixes and suffixes and understand how to add them. Place the possessive apostrophe accurately in words with regular plurals and in words	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters

		Using -ing, -ed, -er and -est where no change is needed in the spelling of root words Apply simple spelling rules and guidance from National Curriculum Appendix 1.	including -ment, -ness, -ful, -less, -ly. Apply spelling rules and guidelines from National Curriculum Appendix 1.	with irregular plurals. Use the first 2 or 3 letters of a word to check its spelling in a dictionary.	with irregular plurals. Use the first 2 or 3 letters of a word to check its spelling in a dictionary.	of a word to check spelling, meaning or both of these in a dictionary	of a word to check spelling, meaning or both of these in a dictionary
Transcription	Write simple phrases and sentences that can be read by others, including a capital letter and full stop.	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		

<p>Handwriting</p> <p>(See Handwriting scheme progression documents for more detail)</p>	<p>Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient, beginning to form letters in</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' and to practise these.</p>	<p>Form lower-case letters of the correct size relative to one another.</p> <p>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.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>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.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p>	<p>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.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p>	<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 	<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
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	the correct way.						
Contexts for Writing (see Text Type progression document for more detail)	<p>Invent, adapt and recount narratives and stories with peers and teachers.</p> <p>Learn rhymes, poems and songs.</p>	<p>Writing narratives about personal experiences and those of others (real and fictional).</p> <p>Writing about real events.</p> <p>Writing poetry.</p> <p>Writing for different purposes.</p>	<p>Writing narratives about personal experiences and those of others (real and fictional).</p> <p>Writing about real events.</p> <p>Writing poetry.</p> <p>Writing for different purposes.</p>	<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p>	<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	settings in what pupils have read, listened to or seen performed
Planning Writing	<p>With support, begin to articulate their ideas and thoughts in well-formed sentences.</p> <p>Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>	Planning or saying out loud what they are going to write about.	<p>Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p>	<p>Discussing and recording ideas.</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of</p>	<p>Discussing and recording ideas.</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of</p>	<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary 	<ul style="list-style-type: none"> noting and developing initial ideas, drawing on reading and research where necessary

				sentence structures.	sentence structures.		
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Drafting Writing	With support, write down key words and phrases within a basic sentence structure (e.g. labels).	Writing down ideas and/or key words, including new vocabulary. Encapsulating what they want to say, sentence by sentence.	Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense.	Organising paragraphs around a theme. In narratives, creating settings, characters and plot. In non-narrative material, using simple organisational devices (headings & subheadings).	Organising paragraphs around a theme. In narratives, creating settings, characters and plot. In non-narrative material, using simple organisational devices (headings & subheadings).	<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 • using further organisational and 	<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 • using further organisational and

						presentational devices to structure text and to guide the reader	presentational devices to structure text and to guide the reader
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<p>Editing Writing</p>	<p>With close support, children attempt to read back their writing with the teacher.</p>	<p>Discuss what they have written with the teacher or other pupils, and make simple changes.</p>	<p>Evaluating their writing with the teacher and other pupils.</p> <p>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.</p> <p>Proofreading to check for errors in spelling, grammar and punctuation.</p>	<p>Assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proofread for spelling and punctuation errors.</p>	<p>Assessing the effectiveness of their own and others' writing and suggesting improvements.</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proofread for spelling and punctuation errors.</p>	<p>• assessing the effectiveness of their own and others' writing</p> <p>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>• ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>	<p>• assessing the effectiveness of their own and others' writing</p> <p>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>• ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>
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						<ul style="list-style-type: none">• proofread for spelling and punctuation errors	<ul style="list-style-type: none">• proofread for spelling and punctuation errors
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Performing Writing	Practise and perform reading sections of a text as a class or in a small group.	Read their writing aloud clearly enough to be heard by their peers and the teacher.	Read aloud what they have written with appropriate intonation to make the meaning clear.	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.	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.	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	Learn new vocabulary. Use new vocabulary throughout the day.	Begin to use developing vocabulary within independent writing. Link sentences with 'and' and 'but'.	Expanded noun phrases to describe and specify. Link sentences with a broader range of conjunctions.	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to	• use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility	• use a thesaurus • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility

				express time and cause (and place).	express time and cause (and place).		
Grammar (edited to reflect content in Appendix 2)	Connect one idea or action to another using a range of connectives.	<p>Regular plural noun suffixes (-s, -es).</p> <p>Verb suffixes where root word is unchanged (-ing, -ed, -er).</p> <p>Un- prefix to change meaning of adjectives/adverbs.</p> <p>To combine words to make sentences, including using and.</p> <p>Sequencing sentences to form short narratives.</p> <p>Separation of words with spaces.</p>	<p>Sentences with different forms: statement, question, exclamation, command.</p> <p>The present and past tenses correctly and consistently including the progressive form.</p> <p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>Some features of written Standard English.</p> <p>Suffixes to form new words (-ful, -er, -ness).</p>	<p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Form nouns using prefixes (super-, anti-).</p> <p>Use the correct form of 'a' or 'an'.</p> <p>Word families based on common words (solve, solution, dissolve, insoluble).</p>	<p>Using fronted adverbials.</p> <p>Difference between plural and possessive -s.</p> <p>Standard English verb inflections (I did vs I done).</p> <p>Extended noun phrases, including with prepositions.</p> <p>Appropriate choice of pronoun or noun to create cohesion.</p>	<ul style="list-style-type: none"> • using the perfect form of verbs to mark relationships of time and cause • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • converting nouns or adjectives into verbs • verb prefixes • devices to build cohesion, including adverbials of time, place and number 	<ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • differences in informal and formal language • synonyms & Antonyms • further cohesive devices such as grammatical

		<p>Sentence demarcation (. ! ?).</p> <p>Capital letters for names and pronoun 'I').</p>	<p>Sentence demaracation.</p> <p>Commas in lists.</p> <p>Apostrophes for ommission & singular possession.</p>				<p>connections and adverbials</p> <ul style="list-style-type: none"> • use of ellipsis
<p>Punctuation (edited to reflect content in Appendix 2)</p>	<p>Begin sentences with capital letters and full stops.</p> <p>Ensure finger spaces are used.</p>	<p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p>	<p>Using and punctuating direct speech (i.e. Inverted commas)</p>	<p>Using commas after fronted adverbials</p> <p>Indicating possession by using the possessive apostrophe with singular and plural nouns</p> <p>Using and punctuating direct speech (including pucntuation within and surrounding inverted commas)</p>	<ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> • using hyphens to avoid ambiguity • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list punctuating bullet points consistently

Grammatical Terminology	Letter, capital letter, word, full stop	singular, plural , sentence punctuation, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points
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Progression of Key Knowledge and Skills in KS3 Writing



	Key Skills	Year 7
Communication of ideas	Figurative Language	I can identify metaphors and similes I can use similes to add interest or detail to my writing I can use metaphors to add interest or detail to my writing I can use imaginative figurative language to convey subtle or elaborate ideas I can use extended metaphors or conceits in writing I can subvert the use of metaphors and similes to create a dramatic effect
	Short Stories	I can identify the formal and stylistic features of a short story I can use the formal and stylistic features of a short story I can exploit the formal and stylistic features of a short story
	Persuasive Letters	I can identify the formal and stylistic features of a persuasive letter I can use the formal and stylistic features of a persuasive letter I can exploit the formal and stylistic features of a persuasive letter I can identify the formal and stylistic features of a feature article
	Building an argument	I can use facts, opinions, anecdotes and other personal testimony to support ideas and arguments I can manipulate the reader through my use of well-chosen facts, opinions, examples and through original methods and approaches
	Sentence structure	I can vary writing by using simple, compound and complex sentences I can vary writing to create style using all forms of sentences, including minor sentences I can use contractions in the correct sentence context I can write ungrammatical sentence constructions for specific effects
Organisation of ideas	Ordering ideas	I can organise my ideas I can write ideas in an order or sequence

		<p>I can use a logical sequence of ideas in my writing to achieve whole text cohesion</p> <p>I can manipulate the sequence of writing to facilitate complex ideas or achieve effects</p>
	Paragraphs	<p>I can write in paragraphs</p> <p>I can join paragraphs together with a common linking word or phrase</p> <p>I can write in paragraphs with a clear focus on the topic and some development of ideas</p> <p>I can write coherent paragraphs using a range of appropriate discourse markers</p> <p>I can write in paragraphs with a clear topic sentence and fully developed ideas</p> <p>I can write short or varied paragraph lengths to achieve a range of different effects</p> <p>I can write fluent paragraphs with fully integrated discourse markers</p>
Vocabulary choices	Words and phrases	<p>I can use some interesting words or phrases</p> <p>I can use words and phrases in writing for effect</p> <p>I can use words and phrases to show relationships between different time frames</p> <p>I can use words and phrases to add additional ideas or points to my writing</p> <p>I can use words and phrases to offer contrasting points or different opinions and viewpoints</p> <p>I can use words and phrases to show causal relationships between different concepts</p> <p>I can use words and phrases to add detail or clarify meaning</p> <p>I can use a range of words and phrases in writing for effect or detail</p> <p>I can select words and phrases to create effects that suit the audience and purpose</p> <p>I can adapt my vocabulary choices to suit the audience and purpose of my writing</p>
	Vocabulary choices	<p>I can use technical vocabulary for precision of thought</p> <p>I can use a rich and varied vocabulary with a confident selection of words and phrases</p> <p>I can use an extensive range of ambitious vocabulary choices to create subtle effects</p>

		<p>I usually use Standard English in writing to communicate my ideas</p> <p>I can consistently write in Standard English to communicate my ideas</p>
	Parts of words	<p>I can use technical vocabulary for precision of thought</p> <p>I can use a rich and varied vocabulary with a confident selection of words and phrases</p> <p>I can use an extensive range of ambitious vocabulary choices to create subtle effects</p> <p>I usually use Standard English in writing to communicate my ideas</p> <p>I can consistently write in Standard English to communicate my ideas</p>
Spelling	Spelling	<p>I can sound out phonemes to aid my spelling</p> <p>I can break words into syllables to aid my spelling</p> <p>I can spell words with inflectional endings e.g. -ed, -ing</p> <p>I can spell 'closed words' correctly e.g. pronouns, determiners</p> <p>I can apply conventions and mnemonics to aid my spelling</p> <p>I can use my knowledge of common letter strings, visual patterns and analogies to aid spelling</p> <p>I can use spelling strategies to aid my spelling</p> <p>I can understand the meaning and spelling of common prefixes and suffixes</p> <p>I can spell high frequency 'open class' words correctly e.g. look, man, think</p> <p>I can use the right homophone in the right context</p> <p>I can spell most commonly used words correctly e.g. yesterday, fence, garden, frustrate</p> <p>I can spell words with complex regular patterns e.g. chronological, chronology</p> <p>I can spell most uncommon words from an ambitious vocabulary e.g. imported words</p> <p>I can spell complex homophones correctly in the right place e.g. effect/affect/practice/practise</p> <p>I can use full stops at the end of sentences</p>
Punctuation	Basic punctuation	<p>I can use capital letters at the beginning of sentences</p> <p>I can use capital letters for proper nouns</p> <p>I can use question marks effectively</p> <p>I can use exclamation marks judiciously</p>

		I can use commas to separate items in a list
	Commas	I can use commas to separate main clauses from subordinate clauses I can use two commas to add a subordinate clause in the middle of a sentence
	Apostrophes	I can use apostrophes to mark singular possession I can use apostrophes to mark plural possession I can use apostrophes to mark omitted letters in a contraction I can use single inverted commas around quotations I can follow the conventions of using dialogue e.g. use of speech marks/new line, new speaker
	Colons	I can use colons to introduce lists of items I can use semicolons to link short, related sentences I can use colons to clarify an idea or reinforce a point I have made
	Sophisticated punctuation	I can use ellipsis to omit details or create suspense in creative writing I can use brackets for short, related information I can use two dashes to add detail or comment on the rest of the sentence I can use hyphens to form compound adjectives and to add detail or clarify after the sentence I can use hyphens/dashes to add detail or clarify after the sentence
Grammar	Sentence construction	I can write compound sentences consisting of two simple sentences I can write complex sentences with a subordinate clause at the end of the sentence I can write complex sentences with the subordinate clause at the beginning of the sentence I can write complex sentences with the subordinate clause in the middle of the sentence I can write compound complex sentences with a range of different constructions I can write sentences with an adverb at the beginning I can write sentences with the adverbial element in different sentence slot positions

	Pronouns	<p>I can use pronouns in the place of nouns e.g. Joe saw Jill and he waved at her</p> <p>I can correctly differentiate between the usage of 'I' and 'me' in a sentence</p>
	Verb agreement	<p>I can use the correct verb agreement in my writing (e.g. Today I play. Yesterday I played)</p> <p>I can use the correct subject-verb agreement in my writing (I am late. You are late. He is late)</p> <p>I can use the correct subject-verb-object agreement in my writing</p>