

Progression of Skills In Writing EYFS to Year 6

English – Writing EYFS	
ELG	Pupils can:
<ul style="list-style-type: none"> Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. 	<ul style="list-style-type: none"> Give meaning to marks they make as they draw, write and paint. Begin to break the flow of speech into words. Continue a rhyming string. Hear and say the initial sound in words. Can segment the sounds in simple words and blend them together. Link sounds to letters, naming and sounding the letters of the alphabet. Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Write own name and other things such as labels, captions. Attempt to write short sentences in meaningful contexts.
Exceeding ELG	Pupils can:
<ul style="list-style-type: none"> Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing. 	<ul style="list-style-type: none"> Spell the Reception high frequency words correctly and some Year 1 words Write a narrative using finger spaces, capital letter at the beginning of the sentence and full stop at the end Write for a wide variety of purposes consistently using finger spaces Use segmenting skills to spell unknown words consistently with some consonant clusters.

English – Writing

Year 1

Expected

The pupil can, after discussion with the teacher:

- Sequence sentences to form short narratives
- Punctuate sentences using a capital letter and a full stop mostly correctly
- Use conjunctions to join clauses e.g. 'and'
- Leave spaces between words
- Use a capital letter for the personal pronoun 'I'
- Use a capital letter for names of people, places, the days of the week mostly correctly
- Spell words containing each of the 40+ phonemes already taught mostly accurately
- Show some accurate use of –ing –ed –er –est where no change is needed in the spelling of root words for example: helping, helped, helper
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place

Greater Depth

The pupil can, after discussion with the teacher:

- Link sentences together with increasing fluency to form a short narrative
- Consistently punctuate sentences correctly and capitalize proper nouns consistently and accurately
- Draw on stories they know to inform their language and sentence structure in their writing
- Re read writing and make appropriate revisions so that the word choices are effective

English – Writing

Year 2

Expected

The pupil can, after discussion with the teacher:

- Write simple, coherent narratives about personal experiences and those of others (real or fictional)
- Write about real events, recording these simply and clearly
- Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- Use present and past tense mostly correctly and consistently
- Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses
- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others
- Spell many common exception words *
- Form 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 letters

Greater Depth

The pupil can, after discussion with the teacher:

- Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- Make simple additions, revisions and proofreading corrections to their own writing
- Use the punctuation taught at Key Stage 1 mostly correctly ^
- Spell most common exception words *
- Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, ful, –less, –ly) *
- Use the diagonal and horizontal strokes needed to join some letters

English – Writing

Year 3

Expected

The pupil can:

- Write effectively for a range of purposes and audiences, using appropriate language
- In narratives, develop settings, characters and plot
- Include dialogue in narrative, punctuated with inverted commas
- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although
- Use adverbs and prepositions to express time and cause
- In non-narrative writing, use simple organisational devices (for example, headings and sub-headings)
- Begin to use accurate verb tenses and subject-verb agreement in pieces of writing
- Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and singular possession
- Accurately spell of the majority of the words on the KS1 spelling list and some of the words on the Year 3/4 spelling list
- Apply the Year 3/4 rules that have been taught, including accurately spelling words with some prefixes and suffixes and some common homophones
- Use legible, joined handwriting

Greater Depth

The pupil can:

- Use sentences which enhance meaning through specific vocabulary and language choices
- Show some awareness of purpose through selection of relevant content and an attempt to interest the reader
- Begin to choose language used in dialogue to convey the character's thoughts and feelings effectively

English – Writing

Year 4

Expected

The pupil can:

- Write effectively for a range of purposes and audiences, starting to select language to interest and engage the reader
- In narratives, describe settings and characters, using a range of descriptive devices
- Include correctly punctuated dialogue in narrative
- Show appropriate use of fronted adverbials, correctly including the appropriate use of a comma
- Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositions
- Organise paragraphs around a theme and in non-fiction writing use appropriate organisational devices
- Choose nouns or pronouns appropriately for clarity and cohesion
- Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing
- Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and for both singular and plural possession
- Accurately spell of the majority of the words on the Year 3/4 spelling list and apply the Year 3/4 spelling rules mostly consistently
- Use legible, joined handwriting

Greater Depth

The pupil can:

- Develop ideas and events through some deliberate selection of phrases and vocabulary e.g. technical terminology, vivid language, word choice for emphasis
- Demonstrate conscious control of paragraphing to help shape the overall piece (e.g. change of time/place/event)
- Use precise and effective noun phrases and adverbial phrases to expand sentences with awareness of impact on the reader
- Choose language used in dialogue effectively to convey characters thoughts and feelings

English – Writing

Year 5

Expected

The pupil can:

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader
- In narratives, describe settings and characters and begin to describe atmosphere through selection of vocabulary and grammatical structures
- Include dialogue within narratives to develop characters
- Use the grammatical structures taught in Year 5 appropriately for the audience and purpose of the text e.g. modal verbs and adverbs to indicate degrees of possibility, relative clauses using a wide range of relative pronouns or an implied relative pronoun
- Begin to manipulate sentence structure for effect
- Use a range of devices to build cohesion within paragraphs e.g. pronouns, adverbials of time and place
- Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing
- Use a range of punctuation, mostly accurately, including: parenthesis, brackets, dashes, ellipses, hyphens and colons to introduce lists
- Accurately spell of the majority of words from Year 3/4 spelling list and apply spelling rules from Year 3/4 curriculum
- Accurately spell of some words from Year 5/6 spelling list and apply the spelling rules from Year 5/6 curriculum that have been taught
- Use a dictionary to check the spelling of more uncommon or ambitious vocabulary
- Maintain legible, joined handwriting

Greater Depth

The pupil can:

- Manage shifts in viewpoint within a piece of writing with careful selection of language
- Create cohesion within and across paragraphs using a range of devices e.g. reference chains, adverbials of time, place and number, and tense choices
- Manipulate language and sentence structure to alter/change the meaning, and explain the impact of their choices on the reader
- Use the passive and active voice appropriately to control the level of formality of a piece of writing
- Use a range of punctuation to enhance meaning

English – Writing
Year 6

Expected

The pupil 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)
- In narratives, describe settings, characters and atmosphere
- Integrate dialogue in narratives to convey character and advance the action
- 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)
- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- Use verb tenses consistently and correctly throughout their writing
- Use the range of punctuation taught at Key Stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- Spell correctly most words from the Year 5/6 spelling list* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- Maintain legibility in joined handwriting when writing at speed

Greater Depth

The pupil can:

- Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- Distinguish between the language of speech and writing and choose the appropriate register **
- Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- Use the range of punctuation taught at Key Stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity