Writing Curriculum Progression

Aspect		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	WTS	• Using some of their print and letter knowledge in their early writing e.g. writing a pretend shopping list, writing 'm' for mummy	• Write their own name label or simple caption • Attempt to write 1-2 meaningful sentences	• Write sentences that are sequenced to form a short narrative (real or fictional)	• Demonstrate some understanding of audience and purpose • Write a series of sentences that are linked to a theme • Start to write simple coherent narratives	• Write in a range of non-narrative forms • Start to organise their writing in paragraphs around a theme • Write simple, coherent narratives including settings and characters	• Write for a range of purposes • Use paragraphs to organise ideas • In narratives, describe settings and characters using simple devices e.g adjectives and adverbs	• Write for a range of purposes • Use paragraphs to organise ideas • In narratives, describe settings and characters • In non-narrative writing, use simple devices to structure the writing and support the reader - eg headings - sub-headings - bullet points
	EXP	• Write their first name correctly • Write simple phrases and sentences that can be read by themselves and others • Re-read what they have written to check that it makes sense	• Write sentences by: - Say out loud what they are going to write about - Compose a sentence orally - Sequence sentences to form short narratives - Re-read own writing to check that it makes sense • Discuss what they have written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and 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	• Write for a range of purposes and audiences, demonstrating an awareness of how to adapt language and form • Begin to create settings, characters and plot in narrative • Start to use headings and subheadings when writing non-narrative • Start to proof-read for spelling and punctuation errors • Start to assess the effectiveness of their own writing by suggesting improvements • Start to organise their writing into paragraphs around a theme • Make deliberate ambitious word choices to add detail	• Write for a range of purposes and audiences with an increasing awareness of appropriate language and form e.g. - description of a school event - poetry to evoke feelings • In narratives, create: - settings - characters - plot • In non-narrative writing, use simple devices to structure the writing and support the reader eg - headings - subheadings • Proof-read for spelling and punctuation errors • Assess the effectiveness of their own and other's writing by suggesting improvements • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Write in paragraphs that are organised by theme	• Write for a range of purposes and audiences, mostly selecting language that shows good awareness of the reader • In narratives, describe settings, characters and atmosphere • Begin to convey character and advance the action through dialogue, maintaining a balance of speech and description • Plan, redraft and develop ideas before, during and after writing • Check own and others' work making corrections and changes to improve the effect • Organise information in logical sections using features such as titles, sub-headings, paragraphs, numbering and bullets • Confidently use a wide range of effective vocabulary and use a dictionary/thesaurus to add it	• 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 narrative to convey character and advance the action • Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately eg: - Using contracted forms in dialogues in narrative - Using passive verbs to affect how information is presented - Using modal verbs to suggest degrees of possibility
	GDS	• Writing for different purposes within their independent learning time • Writing more than one sentence independently that can easily be read by others	• Begin to write effectively and coherently for different purposes • Can sustain focus in writing for a period of time • Make ambitious word choices and use descriptive phrases	• 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 proof-reading corrections to their own writing	• Make deliberate ambitious word choices to add detail, effect and to engage the reader • Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing • Read aloud their own writing to a group, or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	• Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing • Deliberately chose ambitious vocabulary to engage the reader and create an effect • Develop character through description, actions and dialogue • Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary	• Write effectively for a range of purposes and audiences, selecting the appropriate form and draw on what they have read as models for their own writing e.g. - rhetorical questions - interactions between characters - range of sentence constructions and types • Use a wide range of devices to build cohesion within paragraphs • Vary the length of sentences for effect • Begin to exercise an assured and conscious control over levels of formality	• 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 e.g. - contracted verb forms - informality - colloquial expressions • Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this

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Vocabulary, Punctuation & Grammar	WTS	• Use full stops and capital letters in writing when supported by an adult	• Write a single sentence demarcated with a capital letter and full stop.	• Demarcate some sentences with capital letters and full stops	• Demarcate some sentences with capital letters and full stops, exclamation marks and question marks. • Begin to use apostrophes to show possession	• Use most punctuation from the year 1/2 list accurately and some from the year 3/4 list • Use mostly correctly: - conjunctions: if, when, so, because - adverbs - prepositions to show time and place • Maintain present and past tense throughout a piece of writing mostly correctly and consistently	• Use many aspects of punctuation from the year 3/4 list accurately • Use mostly correctly: - capital letters / full stops - question marks	• Use most punctuation from the year 3/4 list accurately and some from the year 5/6 list • Use mostly correctly: - capital letters / full stops - apostrophes for contraction - question marks - commas for a list
	EXP	• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop	• Join words and clauses with the conjunction 'and' • Use past and present tense mostly correctly and consistently in verbal communication • Begin to distinguish between past and present tense in writing • Demarcate many sentences using a capital letter and a full stop • Begin to punctuate appropriate sentences using a question mark or exclamation mark • Use a capital letter for names and the personal pronoun 'I'	• Demarcate most sentences in their writing with capital letters and full stops • Use question marks correctly when required • Use past and present tense mostly correctly and consistently • Use co-ordination (e.g. or / and / but) • Use some subordination (e.g. when / if / that / because) to join clauses	• Express time, place using either - conjunctions - prepositions - adverbs • Begin to use inverted commas to punctuate direct speech • Demarcate most sentences in their writing with capital letters and full stops, question marks, commas in lists and exclamation marks correctly when required • Start to write sentences with subordinate clauses in different pieces of writing • Correctly use the determiners 'a' and 'an' • Maintain present and past tense throughout a piece of writing mostly correctly and consistently • Use fronted adverbial phrases to start sentences • Use the range of punctuation taught up to and including Y3 mostly correctly - apostrophes for possession by singular nouns - commas in lists • Choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition	• Express time, place and cause using - conjunctions - prepositions - adverbs • Use inverted commas, and other punctuation, to indicate direct speech eg - comma after reporting clause - punctuation within inverted commas • Use the range of punctuation taught up to and including Y4 mostly correctly e.g. - commas after adverbials - apostrophes for possession by regular and irregular plural nouns • Write fiction or non-fiction keeping accurate and consistent use of tense and person throughout • Use present perfect form of verbs instead of the simple past eg 'he has gone' instead of 'he went' • Accurately write sentences with subordinate clauses across a range of writing • Use Standard English verb inflections 'we were' not 'we was' • Use fronted adverbial phrases to start sentences, usually demarcated with commas • Use noun phrases, expanded by the addition of modifying adjectives, nouns and prepositional phrases eg 'the teacher' expanded to 'the strict maths teacher with curly hair'	• Use verb tenses consistently and correctly throughout most of their writing • Use a range of devices to build cohesion within and across paragraphs e.g. - conjunctions - adverbials of time and place - pronouns - synonyms in much of their writing • Use the range of punctuation taught up to and including Y5 mostly correctly e.g. - commas separating clauses - punctuation for parenthesis • Select vocabulary and grammatical structures that are appropriate for the audience and purpose e.g. - correct sentence types - tenses - a range of verb forms - relative clauses	• Use verb tenses consistently and correctly throughout a piece of writing • Use a range of devices to build cohesion within and across paragraphs eg: - Conjunctions - Adverbials of time and place - Pronouns - Synonyms - ellipsis • Use the range of punctuation taught at KS2 mostly correctly e.g. (Not all needed): - Inverted commas and other punctuation to indicate direct speech - Commas - dashes - brackets - colons to introduce a list - semi-colons to replace a conjunction - hyphens • Use range of determiners within sentences
	GDS	• Join words and clauses with the conjunction 'and' • Have an awareness of question marks or exclamation marks	• Join words and clauses with a variety of commonly used conjunctions e.g. and, but, because, so, with) • Use a capital letter for names of places and days of the week • Use simple adjectives in writing • Use simple time connectives to create cohesion e.g. next, then, later	• Use the punctuation taught at key stage 1 mostly correctly	• Punctuate direct speech accurately including the punctuation of a sustained piece of dialogue eg starting a new paragraph for each new speaker • Punctuate adverbial phrases, used in different positions within a sentence, accurately.	• Use a wider range of punctuation to include - colons - semi-colons - dashes - ellipsis - brackets • Use brackets commas or dashes as parenthesis to add additional information. • Vary the position of adverbial phrases and subordinate clauses within a sentence to engage the reader	• Use modal verbs to indicate degrees of possibility • Use commas, brackets or dashes to show parenthesis • Use of commas to clarify meaning and/or avoid ambiguity	• Independently use punctuation and sentence constructions to show the difference between formal and informal writing e.g. - contractions in speech • Use the full range of punctuation taught at KS2 correctly and, when necessary, use precisely to enhance meaning and avoid ambiguity - dashes - colons - semi-colons - hyphens

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Transcription	WTS	• Form pre-writing shapes e.g. circles, lines, zigzags, arches • Form the first ½ letters of their name correctly • Write some letters accurately	• Segment some spoken words into phonemes and represent these by graphemes • Spell a few common exception words (eg the, a, I, my) • Begin to form lower case letters • Begin to use 'finger-spaces' and recognise where spaces between words have been missed • Write simple sentences dictated by the teacher • Begin to sit correctly at a table holding a pencil comfortably and correctly	• Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others • Spell some common exception words • Form lower-case letters in the correct direction, starting and finishing in the right place • Form lower-case letters of the correct size relative to one another in some of their writing • Use spacing between words.	• Spell correctly many words from the year 1/2 list • Spell most common exception words from the year 1/2 list • Use phonic knowledge and other knowledge of spelling to spell many words relating to the KS1 programme of study correctly • Form lower case letters of the correct size relevant to one another • Start to use the diagonal and horizontal strokes that are needed to join letters	• Spell correctly most words from year 1/2, and some words from the year 3/4 lists • Start to write using a legible, consistent and (where appropriate) joined cursive style (in accordance with handwriting policy)	• Spell correctly many words from the year 3/4 list • Spell most common exception words from the year 3/4 list • Use phonic knowledge and other knowledge of spelling, such as morphology to spell words as accurately as possible • Write legibly, fluently and with increasing speed	• Spell correctly most words from year 3/ 4, and some words from the year 5/6 lists • Write legibly (doesn't need to be joined)
	EXP	• Write recognizable letters, most of which are correctly formed • Spell words by identifying sounds in them and representing the sounds with a letter or letters	• Segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonically-plausible way • Spell some Y1 common exception words and the days of the week • Form capital letters and digits 0-9 correctly • Begin to form lower case letters, starting and ending in the correct place • Understand which letters belong to which handwriting families and practice these (letters that are formed in similar ways eg a,c,d) • Use spaces between words • Name the letters of the alphabet in order • Sit correctly at a table holding a pencil comfortably and correctly	• 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 • Form lower-case letters • Use spacing between words that reflects the size of the letters.	• Spell correctly words from learning in previous year groups, and some words from the year 3/4 spelling list • Spell unfamiliar, longer words in a phonetically plausible manner • Spell some common exception words from the year 3/4 list • 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 (in accordance with handwriting policy).	• Spell correctly most words from the year 3/4 list • Use the first two to three letters of a word to check its spelling in a dictionary • Spell most common exception words from the year 3/4 list • Write using a legible, consistent and (where appropriate) joined cursive style (in accordance with handwriting policy) • Write legibly and with increasing fluency, paying attention to size and spacing	• Spell correctly words from learning in previous year groups, and some words from the year 5/6 spelling list • Use the first 3 or 4 letters of a word to check spelling, meaning, or both of these, in a dictionary • Spell some common exception words from the year 5/6 list • Use a thesaurus • Maintain legibility in joined handwriting. understanding which letters, when adjacent to one another, are best left un-joined (in accordance with handwriting policy)	• Spell correctly most words from the year 5 / 6 list • Use a dictionary to check the spelling of uncommon or more ambitious vocabulary • Spell most common exception words from the year 5/6 list • Maintain legibility in joined handwriting when writing at speed. understanding which letters, when adjacent to one another, are best left un-joined (in accordance with handwriting policy) • Use an un-joined style when appropriate e.g labelling a diagram, data, email addresses
	GDS	• Spell a few common exception words (eg the, a, I, my) • Spell words using a range of known digraphs • Begin to use 'finger-spaces' and recognise where spaces between words have been missed •	• Spell most Y1 common exception words accurately and make phonically-plausible attempts at spelling unfamiliar words • Use letter names to distinguish between alternative spellings of the same sound • Spell words using the prefix un- • Spell nouns using the plural 's' or 'es' accurately • Spell third person singular verbs accurately by adding 's' to the first person singular e.g 'I play' becomes 'She plays'. • Spell words ending in simple suffixes (e.g ed, er, est) when no change is required to root word • Form most letters 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				