

Skills Progression: Writing

EYFS	Key Stage One		Key Stage Two			
<p style="color: orange;">30-50 months</p> <p style="color: blue;">40-60+ months</p> <p style="color: green;">ELGs</p>	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Writing – Transcription						
Phonics and Spelling Rules						
Please refer to our Phonics and Spelling Pace and Progression document. This is available on the Phonics and Spelling page of our school website.						
Common Exception Words						
<p style="color: green;">I can write some irregular common words.</p>	<p>I can spell all Y1 common exception words correctly.*</p> <p>I can spell days of the week correctly.</p>	<p>I can spell most Y1 and Y2 common exception words correctly.</p>	<p>I can spell many of the Y3 and Y4 statutory spelling words correctly.</p>	<p>I can spell all of the Y3 and Y4 statutory spelling words correctly.</p>	<p>I can spell many of the Y5 and Y6 statutory spelling words correctly.</p>	<p>I can spell all of the Y5 and Y6 statutory spelling words correctly.</p>
Prefixes and Suffixes						
	<p>I can use -s and -es to form regular plurals correctly.</p> <p>I can use the prefix 'un-' accurately.</p> <p>I can successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).</p>	<p>I can add suffixes to spell most words correctly in my writing, e.g. -ment, -ness, -ful, -less, -ly.</p>	<p>I can spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).</p> <p>I can spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.</p> <p>I can spell words with added suffixes beginning with a vowel (-er/-ed/ing) to words with more than one syllable (unstressed last</p>	<p>I can correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).</p> <p>I can form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p> <p>I can spell words with the suffix -ous with no change to root words, no definitive root word, words ending in</p>	<p>I can convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate).</p> <p>I can convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).</p> <p>I can convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).</p> <p>I can convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).</p>	<p>I can use my knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).</p> <p>I can use my knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).</p>

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			<p>syllable, e.g. limiting offering).</p> <p>I can spell words with added suffixes beginning with a vowel (-er/-ed/en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).</p>	<p>'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p>		<p>I can spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).</p>
Further Spelling Conventions						
	<p>I can spell simple compound words (e.g. dustbin, football).</p> <p>I can read words that they have spelt.</p> <p>I can take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</p>	<p>I can spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>I can learn the possessive singular apostrophe (e.g. the girl's book).</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 can segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both</p>	<p>I can spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/male.</p> <p>I can use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>I can spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</p> <p>I can use my spelling knowledge to use a dictionary more efficiently.</p>	<p>I can spell complex homophones and near homophones, including who's/whose and stationary/stationery.</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>To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/practise, licence/license, advice/advise).</p> <p>I can spell words that contain hyphens (e.g. co-ordinate, re-enter, cooperate, co-own).</p> <p>I can use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>I can use dictionaries and thesauruses to</p>

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		<p>for single syllable and multi-syllabic words.</p> <p>I can self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</p>				<p>check the spelling and meaning of words and confidently find synonyms and antonyms.</p>
Letter Formation, Placement and Positioning						
<p>I can sometimes give meaning to marks as I draw and paint.</p> <p>I can realise tools can be used for a purpose.</p> <p>I can draw lines and circles using gross motor movements.</p> <p>I can use one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>I can hold a pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>I can hold a pencil near point between first two fingers and</p>	<p>I can write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>I can sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>I can form digits 0-9.</p> <p>I can understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</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 use spacing between words that reflects the size of the letters.</p>	<p>I can use a neat, joined handwriting style with increasing accuracy and speed.</p>	<p>I can increase the legibility, consistency and quality of my handwriting.</p>	<p>I can increase the speed of my handwriting so that problems with forming letters do not get in the way of writing down what I want to say.</p> <p>I can be clear of what standard of handwriting is appropriate for a particular task.</p>	<p>I can write legibly, fluently and with increasing speed by: - 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.</p>

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<p>thumb, and uses it with good control.</p> <p>I can copy some letters, e.g. letters from my name.</p> <p>I can give meaning to marks I make as I draw, write and paint.</p> <p>I can use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>I can show a preference for a dominant hand.</p> <p>I can begin to use anticlockwise movement and retrace vertical lines.</p> <p>I can begin to form recognisable letters.</p> <p>I can use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p> <p>I can show good</p>						
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<p>control and co-ordination in large and small movements.</p> <p>I can handle equipment and tools effectively, including pencils for writing.</p> <p>I can write simple sentences which can be read by themselves and others.</p>						
Cursive Handwriting						
		<p>I can begin to use the diagonal and horizontal strokes needed to join letters.</p>	<p>I can use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>I can confidently use diagonal and horizontal joining strokes throughout my independent writing to increase fluency.</p>	<p>I can confidently use diagonal and horizontal joining strokes throughout my independent writing in a legible, fluent and speedy way.</p>	<p>I can recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>
Writing - Composition						
Planning, Writing and Editing						
<p>I can speak to retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>I can use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p>	<p>I can say out loud what I am going to write about.</p> <p>I can compose a sentence orally before writing it.</p> <p>I can sequence sentences to form short narratives.</p>	<p>I can write narratives about personal experiences and those of others (real and fictional).</p> <p>I can write about real events.</p> <p>I can write simple poetry.</p> <p>I can plan what I am</p>	<p>I can begin to use ideas from my own reading and modelled examples to plan my writing.</p> <p>I can proofread my own and others' work to check for errors (with increasing accuracy) and to make improvements.</p>	<p>I can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>I can consistently organise my writing into paragraphs</p>	<p>I can plan my writing by identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own.</p> <p>I can consider, when planning narratives, how authors have</p>	<p>I can note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>I can use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p>

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<p>I can use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p> <p>I can engage in imaginative role play based on own first-hand experiences.</p> <p>I can build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>I can capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>I can link statements and sticks to a main theme or intention.</p> <p>I can use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>I can introduce a storyline or narrative into my play.</p>	<p>I can discuss what I have written with the teacher or other pupils.</p> <p>I can reread my writing to check that it makes sense and independently begin to make changes.</p> <p>I can read my writing aloud clearly enough to be heard by my peers and the teacher.</p> <p>I can use adjectives to describe.</p>	<p>going to write about, including writing down ideas and/or key words and new vocabulary.</p> <p>I can encapsulate what I want to say, sentence by sentence.</p> <p>I can make simple additions, revisions and corrections to my own writing by evaluating my writing with the teacher and other pupils.</p> <p>I can reread to check that my writing makes sense and that the correct tense is used throughout.</p> <p>I can proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>	<p>I can begin to organise my writing into paragraphs around a theme.</p> <p>I can compose and rehearse sentences orally (including dialogue).</p>	<p>around a theme to add cohesion and to aid the reader.</p> <p>I can proofread consistently and amend my own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.</p>	<p>developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>I can proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>I can consistently link ideas across paragraphs.</p> <p>I can proofread my work to assess the effectiveness of my own and others' writing and to make necessary corrections and improvements.</p>	<p>I can use a wide range of devices to build cohesion within and across paragraphs.</p> <p>I can habitually proofread for spelling and punctuation errors.</p> <p>I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>I can recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to my writing.</p>
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<p>I can write my own name and other things such as labels, captions.</p> <p>I can attempt to write short sentences in meaningful contexts.</p> <p>I can play cooperatively as part of a group to develop and act out a narrative.</p> <p>I can develop my own narratives and explanations by connecting ideas or events.</p> <p>I can write simple sentences which can be read by myself and others. Some words are spelt correctly and others are phonetically plausible.</p>						
Awareness of Audience, Purpose and Structure						
<p>I can use vocabulary focused on objects and people that are of particular importance to me.</p> <p>I can build up vocabulary that reflects the breadth of my experiences.</p>	<p>I can use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p>	<p>I can write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>I can use new vocabulary from my reading, my</p>	<p>I can demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which I am planning to write in order to understand and learn from its</p>	<p>I can write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>I can write a range</p>	<p>I can consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p>	<p>I can write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what I have read as models for my own writing (including literary language,</p>

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<p>I can extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>I can use language to imagine and recreate roles and experiences in play situations.</p> <p>I can express myself effectively, showing awareness of listeners' needs.</p>	<p>I can start to engage readers by using adjectives to describe.</p>	<p>discussions about it (one-to-one and as a whole class) and from my wider experiences.</p> <p>I can read aloud what I have written with appropriate intonation to make the meaning clear.</p>	<p>structure, vocabulary and grammar.</p> <p>I can begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>I can make deliberate ambitious word choices to add detail.</p> <p>I can begin to create settings, characters and plot in narratives.</p>	<p>of narratives that are well structured and well-paced.</p> <p>I can create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>I can begin to read aloud my own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p>I can describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>I can regularly use dialogue to convey a character and to advance the action.</p> <p>I can perform my own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>characterisation, structure, etc.).</p> <p>I can distinguish between the language of speech and writing and choose the appropriate level of formality.</p> <p>I can select vocabulary and grammatical structures that reflect what the writing requires.</p>
<p>Writing – Vocabulary, Grammar and Punctuation</p> <p>Sentence Construction and Tense</p>						
<p>I can begin to understand 'why' and 'how' questions.</p> <p>I can question why things happen and give explanations and ask questions, e.g. who, what, when, how.</p> <p>I can use a range of tenses in speech (e.g. play, playing, will play, played).</p>	<p>I can use simple sentence structures.</p>	<p>I can use the present tense and the past tense mostly correctly and consistently.</p> <p>I can form sentences with different forms: statement, question, exclamation, command.</p> <p>I can use some features of written Standard English.</p>	<p>I can try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>I can use 'a' or 'an' correctly throughout a piece of writing.</p>	<p>I can always maintain an accurate tense throughout a piece of writing.</p> <p>I can always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p>	<p>I can use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>I can ensure the consistent and correct use of tense throughout all pieces of writing.</p>	<p>I can ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p>

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<p>I can answer 'how' and 'why' questions about my experiences and in response to stories or events.</p> <p>I can use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>						
Use of Phrases and Clauses						
<p>I can begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').</p>	<p>I can use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>I can begin to form simple compound sentences.</p>	<p>I can begin to use co-ordination (or/and/but).</p> <p>I can use some subordination (when/if/that/because).</p> <p>I can use expanded noun phrases to describe and specify.</p>	<p>I can use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>I can use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p>	<p>I can use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>I can expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases.</p> <p>I can consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p>	<p>I can use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>I can use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns).</p>	<p>I can use the subjunctive form in formal writing.</p> <p>I can use the perfect form of verbs to mark relationships of time and cause.</p> <p>I can use the passive voice.</p> <p>I can use question tags in informal writing.</p>

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Punctuation						
	<p>I can use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>I can use finger spaces.</p> <p>I can use full stops to end sentences.</p> <p>I can begin to use question marks and exclamation marks.</p>	<p>I can use the full range of punctuation taught at key stage 1 mostly correctly.</p>	<p>I can use the full range of punctuation from previous year groups.</p> <p>I can punctuate direct speech accurately, including the use of inverted commas.</p>	<p>I can use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>I can consistently use apostrophes for singular and plural possession</p>	<p>I can use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>I can use brackets, dashes or commas to indicate parenthesis.</p>	<p>I can use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semicolons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p>
Use of Terminology						
<p>I can show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p>	<p>I can recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p>	<p>I can recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p>	<p>I can recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas.</p>	<p>I can recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.</p>	<p>I can recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</p>	<p>I can recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</p>