



## English Writing Progression

Nursery writers	Reception writers
<ul style="list-style-type: none"> <li>• I can sometimes give meaning to the marks as I draw and paint them.</li> <li>• I can ascribe meanings to marks that I see in different places.</li> <li>• I can hold a pencil between thumb and two fingers, no longer using whole hand grasp.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• I can give meaning to marks I make as I draw, write and paint.</li> <li>• I can write my own name and other things such as labels, captions.</li> <li>• I can break the flow of speech into words.</li> <li>• I can attempt to write short sentences in meaningful contexts.</li> <li>• I can continue a rhyming string.</li> <li>• I can use my phonic knowledge to write words in ways which match my spoken sounds.</li> <li>• I can also write some irregular common words.</li> <li>• I can write simple sentences which can be read by myself and others.</li> <li>• I can spell some words correctly and others are phonetically plausible.</li> </ul>
Year 1 writers	Year 2 writers
<ul style="list-style-type: none"> <li>• I can write sentences in order to create short narratives and non-fiction texts</li> <li>• I can use some features of different text types</li> <li>• I can reread my writing to check that it makes sense and make suggested changes</li> <li>• I can use adjectives to describe</li> <li>• I can use simple sentence structures</li> <li>• I can use the joining word (conjunction) 'and' to link ideas and sentences</li> <li>• I have an awareness of:             <ul style="list-style-type: none"> <li>○ capital letters for names, places, the days of the week and the personal pronoun 'I'</li> <li>○ finger spaces</li> <li>○ full stops to end sentences</li> <li>○ question marks</li> <li>○ exclamation marks</li> </ul> </li> <li>• I can spell most words containing previously taught phonemes (sounds that I know) and words that contain these phonemes accurately</li> <li>• I can spell most Year 1 common exception words and days of the week accurately</li> </ul>	<ul style="list-style-type: none"> <li>• I can write simple stories</li> <li>• I can write about my own and others' experiences both real and fiction</li> <li>• I can write about real events</li> <li>• I can use capital letters and full stops</li> <li>• I can use question marks when required</li> <li>• I can write in the present and past tense mostly consistently</li> <li>• I can use the joining words and / or / but</li> <li>• I can use the joining words if / that / when / because</li> <li>• I can segment words into sounds and spell the sounds correctly. I can spell most of these words correctly</li> <li>• I can make phonetically plausible attempts at longer words</li> <li>• I can spell most Year 2 common exception words correctly</li> <li>• I can write capital letters and digits of the correct size, orientation and in relationship to one another and to lower-case letters</li> <li>• I can use finger spaces of the correct size</li> </ul> <p><b>Greater depth writers</b></p>



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| <ul style="list-style-type: none"><li>• I can use -s and -es to form regular plurals correctly.</li><li>• I can use the prefix 'un'</li><li>• I can add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word)</li><li>• I can write lower case and capital letters in the correct direction, starting and finishing in the right place</li><li>• 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</li></ul> | <ul style="list-style-type: none"><li>• I can write effectively and coherently for different purposes, drawing on my reading to inform the vocabulary and grammar of my writing, after discussion with the teacher</li><li>• I can make simple additions, revisions and proof-reading corrections to my own writing</li><li>• I can use the full range of punctuation taught at key stage 1 mostly correctly including<ul style="list-style-type: none"><li>○ commas to separate items in a list</li><li>○ apostrophes to mark singular possession in nouns and contractions</li></ul></li><li>• I can spell most common exception words</li><li>• I can add suffixes to spell most words correctly in my writing, e.g. -ment, -ness, -ful, -less, -ly</li><li>• I can use the diagonal and horizontal strokes needed to join letters in most of my writing</li></ul> |
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## English Writing Progression

Year 3 writers	Year 4 writers
<ul style="list-style-type: none"> <li>• I am beginning to use ideas from what I have read and modelled examples to plan my writing</li> <li>• I can show an understanding of the purpose of my writing and the audience</li> <li>• I am beginning to use the structure of a wider range of texts</li> <li>• I can proof read mine and others' work to check for errors with increasing accuracy and can make the corrections required</li> <li>• I can make ambitious word choices on purpose to add detail</li> <li>• I can begin to create settings, characters and plots in my own stories</li> <li>• I can organise my work in paragraphs around a theme</li> <li>• I always use the correct tense throughout a piece of work</li> <li>• I use the full range of punctuation taught in previous years</li> <li>• I use inverted commas in direct speech</li> <li>• I use subordinate clauses</li> <li>• I am beginning to use conjunctions, adverbs and prepositions to show time, place and cause</li> <li>• I use 'a' or 'an' correctly most of the time</li> <li>• I can spell many words correctly using the prefixes ir-, auto-, in-, dis-, super- and anti-</li> <li>• I can spell many words correctly using the suffixes -ly, -ous and -ation</li> <li>• I am beginning to spell homophones correctly</li> <li>• I can spell some of the statutory Year 3 and 4 words correctly</li> <li>• I use neat, joined up handwriting with increasing accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• I can write a range of narratives and non-fiction pieces using a consistent and appropriate structure</li> <li>• I can write narratives with a clear beginning, middle and end with a coherent plot</li> <li>• I proofread confidently and amend my own and others' writing, e.g. adding in nouns/pronouns to avoid repetition</li> <li>• I can create more detailed settings, characters and plot in narratives to engage the reader</li> <li>• I consistently organise my writing into paragraphs around a theme.</li> <li>• I can maintain an accurate tense throughout a piece of writing.</li> <li>• I use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.</li> <li>• I use the full range of punctuation from previous year groups.</li> <li>• I use all the necessary punctuation in direct speech mostly accurately.</li> <li>• I use apostrophes for singular and plural possession with increasing confidence.</li> <li>• I expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.</li> <li>• I regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition</li> <li>• I use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.</li> <li>• I can spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.</li> <li>• I can spell all words with suffixes correctly, e.g. usually, poisonous, adoration.</li> <li>• I can spell homophones correctly, e.g. which and witch.</li> <li>• I can spell all of the Year 3 and 4 statutory spelling words correctly.</li> <li>• I consistently use a neat, joined handwriting style.</li> </ul>

## English Writing Progression

Year 5 writers	Year 6 writers
<ul style="list-style-type: none"> <li>• I can write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.</li> <li>• I can describe settings, characters and atmosphere to consciously engage the reader.</li> <li>• I use dialogue to convey a character and advance the action with increasing confidence.</li> <li>• I can select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.</li> <li>• I am beginning to proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details.</li> <li>• I can create paragraphs that are usually suitably linked.</li> <li>• I proofread my work and assess the effectiveness of my own and others' writing and I make necessary corrections and improvements.</li> <li>• I use the full range of punctuation from previous year groups.</li> <li>• I use commas to clarify meaning or to avoid ambiguity with increasing accuracy.</li> <li>• I use a wider 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.</li> <li>• I use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that)</li> <li>• I use brackets, dashes or commas to begin to indicate parenthesis.</li> <li>• I use adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps</li> <li>• I spell many verb prefixes correctly, e.g. deactivate, overturn, misconduct, etc.</li> <li>• I can convert nouns or adjectives into verbs using suffixes</li> <li>• I can spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.</li> <li>• I can spell many words correctly from the Year 5 and 6 statutory spelling list.</li> <li>• I can write legibly, fluently and with increasing speed.</li> </ul>	<ul style="list-style-type: none"> <li>• I can write effectively for a range of purposes and audiences</li> <li>• I select 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):</li> <li>• I can write in narratives, describe settings, characters and atmosphere</li> <li>• I can integrate dialogue in narratives to convey character and advance the action</li> <li>• I 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)</li> <li>• I use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>• I use verb tenses consistently and correctly throughout their writing</li> <li>• I use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</li> <li>• I can spell correctly most words from the Year 5 / Year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</li> <li>• I can maintain legibility in joined handwriting when writing at speed</li> </ul> <p><b>Greater depth writers</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• I can distinguish between the language of speech and writing and choose the appropriate register</li> <li>• I can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</li> <li>• I use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, I use such punctuation precisely to enhance meaning and avoid ambiguity.</li> </ul>