

Progress in Knowledge and Skills: Writing

Updated October 2022










	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Composition	Write simple phrases and sentences that can be read by others.	Compose sentences orally and in writing.	Write about real events, recording these simply and clearly	Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.	Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.	Write for a range of purposes and audiences.	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). GDS: Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
	To be able to plan their own writing and write without reminders.	Sequence sentences to form a short narrative or piece of information writing.	Write sentences that are sequenced to form a short narrative (real or fictional)	Begin to use simple organisational devices in non-narrative (headings/sub-headings)	Use simple organisational devices in non-narrative (headings/sub-headings)	In non-narrative, use organisational devices in non-narrative to support the reader (headings/sub-headings/bullet points)	WTS: In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).

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Composition Continued			Add description and specification through the use of expanded noun phrase.	Write using a rich and varied vocabulary.	Write using a rich and varied vocabulary appropriate to purpose and form.	Select language that shows some awareness of the reader (e.g. simplifying vocabulary for a younger audience; maintaining impersonal language in a more formal information text).	Selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly. GDS: Distinguish between the language of speech and writing and choose the appropriate register. GDS: Managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures
			Write simple, coherent narratives about personal experiences and those of others (real or fictional)	In narrative create simple settings, characters and plot.	Write narratives with a clear plot, and describe settings and characters.	In narrative, describe settings, characters and begin to develop atmosphere (show not tell).	In narratives, describe settings, characters and atmosphere.
				Begin to use direct speech within narratives.	Make effective choices about using direct speech within narratives.	Use dialogue in narratives to convey character and advance the action.	Creating atmosphere, and integrating dialogue to convey character and advance the action.
		Combine words to form grammatically accurate sentences.	Write different types of sentences – statements, commands, questions and exclamatory sentences.	Use paragraphs as a way of grouping related material.	Use paragraphs to organise ideas around a theme, e.g. making use of topic sentence in non- narrative. Use pronouns and nouns within and across sentences to aid cohesion and avoid repetition.	Use a range of devices to build cohesion within and across paragraph	Using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs

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Composition		Re-read and check writing makes sense.	GDS: Make simple additions, revisions and proof-reading corrections to their own writing.	Proofread for spelling and punctuation (see Y3 age-related expectations for accuracy below).	Proofread for spelling and punctuation (see Y4 age-related expectations for accuracy below).	Proofread for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use etc).	Proof read for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).
		Re-read and check writing makes sense.	GDS: Make simple additions, revisions and proof-reading corrections to their own writing.	Evaluate the effectiveness of writing and suggest improvements	Evaluate the effectiveness of writing and suggest improvements.	Make choices in drafting and editing writing, showing understanding of how these enhance the meaning.	Make choices in drafting and revising writing, showing understanding of how these enhance meaning.
Grammar		Join words and clauses using 'and'.	Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses	Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although).	Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so because, although).	Use a range of clause structures, sometimes varying their position in the sentence for effect.	Using a wide range of clause structures, sometimes varying their position within the sentence
			Add description and specification through the use of expanded noun phrase.	Add detail and precision through expanding noun phrases, adding prepositional phrases after the noun.	Add detail and precision through expanding noun phrases (modification before the noun and prepositional phrases after the noun).	Use expanded noun phrases to convey complicated information concisely, including relative clauses.	Use expanded noun phrases effectively to add detail add qualification and precision.
			Use present and past tense mostly correctly and consistently.	Write using a range of verb forms, including past tense and progressive and perfect present tense.	Make accurate use of present and past tense including simple, progressive and perfect forms (secure from Year 2 and 3). Use Standard English verb inflections, instead of local dialect forms (we were instead of we was; I did instead of I done).	Use modals and adverbs to indicate possibility.	Using passive and modal verbs mostly appropriately GDS: selecting verb forms for meaning and effect.

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Grammar Continued		Combine words to form grammatically accurate sentences.	Write different types of sentences – statements, commands, questions and exclamatory sentences.	Express time, place, cause and enhance cohesion using adverbs (soon, therefore, finally) and prepositions, including prepositional phrases (during the night, before breakfast, because of the rain).	Express time, place, cause and enhance cohesion using adverbs and adverbials, sometimes fronted, including prepositional phrases	Use a range of verb forms, particularly the perfect, to mark relationships of time and cause.	Use adverbs, preposition phrases to add detail and add qualification and precision.
Punctuation	To show some evidence of/an understanding of finger spacing/capital letters/full stops	Demarcate many sentences with capital letters and full stops. Use capital letters for names and the personal pronoun 'I'. Begin to use questions marks. Begin to use exclamation marks.	Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.	Demarcate sentences accurately using capital letters, end punctuation and commas in a list (secure from Year 2).	Demarcate sentences accurately throughout using capital letters and end punctuation (secure from Y2).	Demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech (secured from year 4).	Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech). Make some correct use of: Semi-colons, dashes, hyphens, colons/ GDS: Use semi-colons and colons to mark the boundary between independent clauses.

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Punctuation				<p>Use inverted commas to punctuate direct speech.</p> <p>Use apostrophes for contraction and singular possession correctly (secure from Year 2).</p>	<p>Use commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech accurately.</p> <p>Use apostrophes correctly (contraction, singular and plural possession).</p>	<p>Use punctuation to ensure meaning is clear, particularly commas for clarity.</p> <p>Indicate parenthesis using brackets, commas or dashes.</p>	<p>Using mostly correctly:</p> <ul style="list-style-type: none"> - Inverted commas - Commas for Clarity <p>Punctuation for parenthesis.</p> <p>GDS: When necessary, use punctuation precisely to enhance meaning and avoid ambiguity (e.g. semi-colons, dashes, colons and hyphens).</p>
Transcription	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>To write correct spelling of tricky words (3+)</p>	<p>Spell words correctly that contain each of the 40+ phonemes taught and make plausible attempts at others.</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</p>	<p>Use and spell correctly many words from the Year 3 / Year 4 spelling list.</p>	<p>Use and spell correctly most words from the Year 3 / Year 4 spelling list.</p>	<p>Use and spell many words from the year 5/6 spelling list.</p>	<p>Spelling most words correctly* (year 5 and 6)</p>
		<p>Spell many Year 1 common exception words.</p>	<p>Spell many common exception words.</p>	<p>Spell correctly words that have been previously taught, including: Common exception words from KS1; Previously taught homophones Those with known prefixes and suffixes</p>	<p>Spell correctly words that have been previously taught, including... common exception words from KS1; previously taught homophones; those with known prefixes and suffixes.</p>	<p>Spell correctly words that have been previously taught, including... common exception words from KS1; previously taught homophones; those with known prefixes and suffixes.</p>	<p>Spell correctly words that have been previously taught, including... common exception words from KS1; previously taught homophones; those with known prefixes and suffixes.</p>
		<p>Use letter names to distinguish between alternative spellings of the same sound.</p>		<p>Use phonic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly.</p>	<p>Use phonic knowledge and morphology to make good attempts at, and check the spelling of, unknown words.</p>	<p>Make good attempts at, and check the spelling of, some uncommon or more ambitious vocabulary.</p>	<p>Make good attempts at, and check the spelling of, some uncommon or more ambitious vocabulary.</p>

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Transcription		Spell some words with simple suffixes and prefixes correctly ('un', singular and plural 's' and 'es', verb endings 'ed', 'ing' and 'er', 'est').	GDS: Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*	Use further prefixes and suffixes and understand how to add them (English Appendix 1)	Use further prefixes and suffixes and understand how to add them (English Appendix 1)	Use further prefixes and suffixes and understand the guidance for adding them.	Use further prefixes and suffixes and understand the guidance for adding them.
	Write recognisable letters, most of which are correctly formed.	Form most lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters and digits 0-9. Use finger spaces between 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 the letters.	Using the 4 key joins mostly in their handwriting.	Use joined up writing consistently, independently and fluently.	Maintain legibility of cursive handwriting when writing at speed.	Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.
Sentences	Finger Spaces: 	Verbs: Orange Hammer Nouns: Blue Tape Measure Finger Spaces: 	Verbs: Orange Hammer Nouns: Blue Tape Measure Compound sentences: Grey glue gun. Finger Spaces: 	Verbs: Orange Hammer Nouns: Blue Tape Measure Compound sentences: Grey glue gun. Finger Spaces: 	Verbs: Orange Hammer Nouns: Blue Tape Measure Compound sentences: Grey glue gun. Finger Spaces: 	Verbs: Orange Hammer Nouns: Blue Tape Measure Compound sentences: Grey glue gun. Finger Spaces: 	Verbs: Orange Hammer Nouns: Blue Tape Measure Compound sentences: Grey glue gun. Finger Spaces: 
Words		Prefixes/Suffixes: Grey spanner	Prefix/suffixes: Grey spanner	Prefix/suffixes: Grey spanner	Prefix/suffixes: Grey spanner	Prefix/suffixes: Grey spanner	Prefix/suffixes: Grey spanner

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Punctuation	Full stops: Red screwdriver	Full stops: Red screwdriver	Full stops, question marks, exclamation marks, commas, apostrophes and speech marks: Red screwdriver	Full stops, question marks, exclamation marks, commas, apostrophes and speech marks: Red screwdriver	Full stops, question marks, exclamation marks, commas, apostrophes and speech marks: Red screwdriver	Full stops, question marks, exclamation marks, commas, apostrophes and speech marks: Red screwdriver Brackets: Pink Dashes: Yellow Semi-colons: Blue Colons: Green	Full stops, question marks, exclamation marks, commas, apostrophes and speech marks: Red screwdriver Brackets: Pink Dashes: Yellow Semi-colons: Blue Colons: Green Hyphens: purple Ellipsis: Brown
Descriptive tools		Adjectives: Green Handled, wide paint brush	Adjectives: Green Handled, wide paint brush Adverbials: Purple saw Nouns phrases: Blue Tape Measure	Adjectives: Green Handled, wide paint brush Adverbials: Purple saw Nouns phrases: Blue Tape Measure Similes/Metaphors: Green paintbrush	Adjectives: Green Handled, wide paint brush Adverbials: Purple saw Nouns phrases: Blue Tape Measure Similes/Metaphors: Green paintbrush Verb phrases: Orange and black hammer Alliteration: Green letter A	Adjectives: Green Handled, wide paint brush Adverbials: Purple saw Nouns phrases: Blue Tape Measure Similes/Metaphors: Green paintbrush Power of 3: turquoise set square Verb phrases: Orange and black hammer	Adjectives: Green Handled, wide paint brush Adverbials: Purple saw Nouns phrases: Blue Tape Measure Similes/Metaphors: Green paintbrush Power of 3: turquoise set square Verb phrases: Orange and black hammer
Conjun	Conjunctions: Grey spanner	Conjunctions: Grey spanner	Conjunctions: Grey spanner	Conjunctions: Grey spanner	Conjunctions: Grey spanner	Conjunctions: Grey spanner	Conjunctions: Grey spanner
Features				Headings/Sub-headings: Yellow torch Bullet points/ numbers: Brown drill	Headings/Sub-headings: Yellow torch Bullet points/ numbers: Brown drill	Headings/Sub-headings: Yellow torch Bullet points/ numbers: Brown drill	Headings/Sub-headings: Yellow torch Bullet points/ numbers: Brown drill