

Progression in Writing Skills

PLANNING

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Say out loud what they are going to write about	<p>Planning or saying out loud what is to be written about (can record as writing or pictorially as a story map)</p> <p>Encapsulate what they want to say, sentence by sentence</p> <p>Write down ideas and/or key words, including new vocabulary</p>	<p>Discuss similar writing to understand and learn from its structure, vocabulary and grammar</p> <p>Discuss and record ideas - suitable words and phrases, different formats (chanting, mapping, story board, old-generic-new, grids etc)</p> <p>Create settings, character and plot</p> <p>Identify and consider audience, genre, text type and how this affects their writing</p>	<p>Discuss similar writing to understand and learn from its structure, vocabulary and grammar</p> <p>Discuss and record ideas using different ways of planning</p> <p>Plan to suit the purpose and audience of their writing</p>	<p>Plan vocabulary and structure that are appropriate and tailored to intended audience and purpose</p> <p>Use appropriate form and similar writing as a model</p>	<p>Use appropriate form and similar writing as a model</p> <p>Plan vocabulary and structure that are appropriate and tailored to intended audience and purpose</p>

TEXT STRUCTURE

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use more than one sentence per idea</p> <p>Sequence 3 or 4 sentences together</p> <p>Create a simple opening and/or ending</p>	<p>Organise writing to reflect chosen form, some basic layout conventions used</p> <p>Write sentences that are sequenced to form a short narrative (real or fictional)</p>	<p>Organise paragraphs around a theme</p> <p>Sentences sequence to create flow</p> <p>In non-fiction, use simple organisational devices such as headings and sub-headings</p> <p>In fiction, have a clear beginning, middle and end</p>	<p>Organise paragraphs around a theme and have control over these (show change in action, setting, time)</p> <p>In non-fiction, use simple organisational devices such as headings and sub-headings</p> <p>Use nouns/pronouns wisely to aid cohesion</p> <p>Create a logical structure of writing, with appropriate conclusion</p>	<p>Use a range of devices to build cohesion</p> <p>Use paragraphs to organise ideas</p> <p>Paragraphs show build-up / conflict / resolution</p> <p>Integrate dialogue in narratives to convey character and to advance the action</p>	<p>Use a range of devices to build cohesion</p> <p>Use and have control over paragraphs which organise ideas</p>

COMPOSITION

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Compose a sentence orally before writing it	Choose describing words to make writing more interesting - e.g. adjective strings or	In narratives, create settings, characters and plot	<p>In narratives, create settings, characters and plot</p> <p>Precise language suited to task</p>	Ensure all writing is coherent throughout extended pieces of writing	Write effectively for a range of purposes and audiences, selecting appropriate form and drawing independently on what

<p>Sequence sentences to form short narratives</p> <p>Make appropriate word choices</p>	<p>adverbial clauses (walked quickly)</p> <p>Write effectively for different purposes</p> <p>Write simple, coherent narratives about personal experiences & those of others (real or fictional)</p> <p>Write about read events, recording these simply and clearly</p> <p>Draw on reading to inform vocabulary and grammar</p>	<p>Use interesting adjectives to describe people, objects and settings</p> <p>Use language appropriate for narratives, explanation or description</p> <p>In non-fiction, use a logical sequence and ending</p> <p>Ensure all writing is coherent across a range of genres</p>	<p>Ensure all writing is coherent across a range of genres</p> <p>Write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices)</p>	<p>In narrative, describe settings and character and evoke atmosphere when describing settings</p> <p>To 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>Use dialogue to convey a character and advance the action.</p>	<p>they have read as models for the own writing (including literary language, characterisation, structure)</p> <p>Exercise an assured and conscious control over levels of formality</p> <p>Distinguish between language of speech and writing and choose appropriate register</p> <p>Describe settings, characters and atmosphere and integrate dialogue to convey character interaction and advance the action.</p>
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SENTENCE STRUCTURE

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use simple noun phrases</p> <p>Join sentences using 'and'</p> <p>Compose a sentence orally</p> <p>Create phrases which make sense</p>	<p>Use expanded noun phrases - e.g. the blue butterfly</p> <p>Use co-ordinating conjunctions (or, and, but)</p> <p>Use when, before, after, while, so, because</p> <p>Use present and past tense consistently and accurately</p> <p>Use the imperative voice (commands)</p> <p>Use compound sentence using conjunctions</p> <p>To form sentences with different forms: statement, exclamation, question, command</p>	<p>Use expanded noun phrases</p> <p>Compose a sentence orally, using rich vocabulary and different sentence types</p> <p>Use adverbs ending in -ly + then, soon, next, therefore</p> <p>Use prepositions - behind, on, off, in, under</p> <p>Use appropriate pronouns</p> <p>Extend the range of sentences with more than one clause</p>	<p>Create expanded noun phrases with modified adjective + prepositional phrase</p> <p>Use increased rich vocabulary, range of vocabulary, adjectives and similes</p> <p>Use a wide range of subordinating conjunctions to extend the range of sentences with more than one clause</p> <p>Use fronted adverbials with a comma after</p> <p>Use standard English form of verbs</p> <p>Use a variety of sentence structures to allow sentences to have an interest and impact</p> <p>Use relative clauses</p>	<p>Confidently use expanded noun phrases</p> <p>Use varied sentence structures - all types</p> <p>Use adverbs to show possibility - e.g. perhaps, surely</p> <p>Use modal verbs</p> <p>Confidently use relative clauses (who, which, where, that, whose)</p> <p>Use tenses with different forms such as present perfect e.g. he has gone out</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Confidently use relative clauses</p>	<p>Confidently use expanded noun phrases</p> <p>Use passive sentence structures</p> <p>Select vocabulary and grammatical structures to suit text type, purpose and audience</p> <p>Use the subjunctive voice</p> <p>Use verb tenses consistently and correctly throughout writing</p> <p>Know difference between formal and information language</p>

				Use a range of sub-ordinating and co-ordinating conjunctions	
				Begin to use passive voice for variety	
REFER ALSO TO NIJ ALAN PEAT SENTENCE STRUCTURE PROGRESSION	REFER ALSO TO NIJ ALAN PEAT SENTENCE STRUCTURE PROGRESSION	REFER ALSO TO NIJ ALAN PEAT SENTENCE STRUCTURE PROGRESSION	REFER ALSO TO NIJ ALAN PEAT SENTENCE STRUCTURE PROGRESSION	REFER ALSO TO NIJ ALAN PEAT SENTENCE STRUCTURE PROGRESSION	REFER ALSO TO NIJ ALAN PEAT SENTENCE STRUCTURE PROGRESSION

GRAMMAR & PUNCTUATION

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
See NIJ Grammar, Punctuation and Spelling Non-Negotiable Ladder	See NIJ Grammar, Punctuation and Spelling Non-Negotiable Ladder	See NIJ Grammar, Punctuation and Spelling Non-Negotiable Ladder	See NIJ Grammar, Punctuation and Spelling Non-Negotiable Ladder	See NIJ Grammar, Punctuation and Spelling Non-Negotiable Ladder	See NIJ Grammar, Punctuation and Spelling Non-Negotiable Ladder
Plus	Plus	Plus	Plus	Plus	Plus
NIJ PAGES document	NIJ PAGES document	NIJ PAGES document	NIJ PAGES document	NIJ PAGES document	NIJ PAGES document
Use capital letters and full stops almost always to demarcate sentences	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Use inverted commas	Use inverted commas and other punctuation to indicate speech	Basic punctuation is present and accurately used in most sentences	Use the full range of KS2 punctuation correctly and precisely
Use question marks and exclamation marks correctly	Use commas in lists	Use conjunctions, adverbs and prepositions to express time and cause e.g. while, before, next, soon, after, during	Use commas after fronted adverbials	Use commas to clarify meaning or avoid ambiguity	Know how and when to use hyphens to avoid ambiguity (e.g. man eating shark or man-eating shark)
Join sentences using 'and' and 'because'	Use some sub-ordinating and co-ordinating conjunctions	Choose nouns and pronouns appropriately for clarity and cohesion to avoid repetition	Use apostrophes for plural possession as well as contractions	Use brackets, dashes and commas to indicate parenthesis	Use a semi-colon and dash to mark the boundary between independent clauses
Capital letters for names, days of the week and for the personal pronoun 'I'	Use apostrophes for contractions and for singular possession	Use present perfect tense in contrast to the past tense	Use conjunctions, adverbs and prepositions to express time and cause	Use varied punctuation including comma, apostrophe, semi-colon, speech marks, hyphens, brackets exclamation marks and question marks for effect	Use a colon to introduce lists and semi-colon to separate descriptive items in a list
	Use KS1 punctuation mostly correctly	Maintain tense, including the progressive tense and show a range of tenses when writing	Use present perfect tense in contrast to the past tense	Co-ordinating conjunctions - FANBOYS	Co-ordinating conjunctions - FANBOYS
	Present and past tenses used correctly and consistently including the progressive form	Use 'a' and 'an' correctly	Know and explain how to use determiners and articles	Sub-ordinating conjunctions - AWHITEBUS	Sub-ordinating conjunctions - AWHITEBUS
		Use most punctuation accurately (full stop, capital letter, question mark, exclamation mark, comma, apostrophe (possession and contraction))	Use a wide range of punctuation accurately using full stop, capital letter, question mark, exclamation mark, apostrophe and comma		
		Co-ordinating conjunctions - FANBOYS	Co-ordinating conjunctions - FANBOYS		

Sub-ordinating conjunctions -
AWHITEBUS

Sub-ordinating conjunctions -
AWHITEBUS

EVALUATION & EDITING

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>See the NIJ Editing Writing Progression Document</p> <p>Discuss what they have written and check it makes sense</p> <p>Read aloud what has been written</p> <p>Re-read what has been written to check it makes sense</p> <p>Read aloud what has been written clearly to be heard by peers and teacher</p>	<p>See the NIJ Editing Writing Progression Document</p> <p>Make simple additions, revisions and proof-reading corrections</p> <p>Proof-read for spelling</p> <p>Proof-read for KS1 punctuation expectations</p> <p>Proof-read for tense</p> <p>Edit and improve by discussion</p> <p>Read aloud what has been written with appropriate intonation to make the meaning clear</p>	<p>See the NIJ Editing Writing Progression Document</p> <p>Read their work aloud with clear intonation and meaning</p> <p>Edit to use language for effect and have a level of interest</p> <p>Assess the effectiveness of their own and others' writing and suggest improvements</p> <p>Proof-read for spelling and punctuation errors</p>	<p>See the NIJ Editing Writing Progression Document</p> <p>Evaluate and improve by discussion</p> <p>Change vocabulary for effect</p> <p>Assess their own and others' writing and suggest improvements</p> <p>Proof-read for spelling and punctuation errors</p>	<p>See the NIJ Editing Writing Progression Document</p> <p>Read their work aloud with clear intonation, adding dramatic effect</p> <p>Consistently use correct verb form and tense</p> <p>Change grammar and punctuation for effect</p> <p>Choose appropriate register</p> <p>Proof-read for spelling and punctuation errors</p>	<p>See the NIJ Editing Writing Progression Document</p> <p>Proof-read for KS2 punctuation expectations</p> <p>Select vocabulary and grammatical structures (contractions, modal, passive) for deliberate effect</p> <p>Distinguish between language of speech and writing (GDS)</p> <p>Write effectively for a range of purposes & audiences, selecting appropriate form.</p> <p>Make appropriate additions, revisions and corrections to written work</p>

TRANSCRIPTION / SPELLING

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>See NIJ Grammar, Punctuation and Spelling Non-Negotiable Ladder</p> <p>Spell words containing each of the 40+ phonemes already taught</p> <p>Spell common exception words</p> <p>Spell the days of the week</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p> <p>Add prefixes -s or -es to make plurals</p> <p>Add the prefix -un</p>	<p>See NIJ Grammar, Punctuation and Spelling Non-Negotiable Ladder</p> <p>Use phonemes / graphemes to spell words correctly</p> <p>Use phonically-plausible spelling</p> <p>Spell homophones</p> <p>Use and adapt words provided</p> <p>Check spellings using a reference tool / word mat / glossary</p>	<p>See NIJ Grammar, Punctuation and Spelling Non-Negotiable Ladder</p> <p>Spell word with the prefixes super-, anti- and auto-</p> <p>Spell further homophones and near homophones</p> <p>Spell words that end like 'shun' spelled -tion, -sion, -ssion or -cian</p> <p>Spell some words from the Year 3/4 spelling list</p>	<p>See NIJ Grammar, Punctuation and Spelling Non-Negotiable Ladder</p> <p>Use a range of prefixes</p> <p>Understand how prefixes relate to the root word</p> <p>Understand how suffixes relate to the root word</p> <p>Spell the words from the Year 3/4 spelling list</p> <p>Use a dictionary effectively</p>	<p>See NIJ Grammar, Punctuation and Spelling Non-Negotiable Ladder</p> <p>Spell words with silent letters</p> <p>Spell words with the prefixes dis-, de-, mis-, over-, re-</p> <p>Add the suffixes -ate, -ise and -ify to words</p> <p>Spell some words from the Year 5/6 spelling list</p> <p>Use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p> <p>Use a thesaurus effectively</p>	<p>See NIJ Grammar, Punctuation and Spelling Non-Negotiable Ladder</p> <p>Spell the words from the Year 5/6 spelling list</p> <p>Have knowledge of morphology and etymology</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Have no real spelling issues</p>

<p>Add suffixes -ing, -ed, -er and -est where no change is needed in the spelling of the root word</p> <p>Write from memory, simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>					
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HANDWRITING

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct directions, starting and finishing in the right place</p> <p>From capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'family'</p> <p>Write most letters with correct formation</p> <p>Space between words is evident</p>	<p>Form lower case letters or the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to each other, are best left un-joined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Use correct spacing</p> <p>Holds a pencil comfortably and correctly</p> <p>Evidence of using cursive script</p>	<p>Increase the legibility, consistency and quality of their handwriting</p> <p>Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</p> <p>All spacing is correctly set out</p>	<p>Increase the legibility, consistency and quality of their handwriting</p> <p>Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</p> <p>Handwriting is fluent and legible.</p>	<p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Choosing the writing implement that is best suited for a task</p> <p>Write legibly, fluently and with increasing speed</p>	<p>Choosing the writing implement that is best suited for a task</p> <p>Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices</p> <p>Decides whether or not to join certain letters.</p>

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