



## Writing Skills: Progression across Years 1 - 6

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Handwriting</b>	<p>Form lower case and capital letters correctly, starting and ending in the correct place</p> <p>Form digits 0-9 correctly</p> <p>Understand which letters belong to which handwriting families</p> <p>Leave spaces between words</p>	<p>Write letters and digits of correct size, orientation and relationship to one another and to lower case letters</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Leave spaces between words that reflects the size of the letters</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Write with increasing fluency</p>	<p>Confidently use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Continue to write with increasing fluency and speed</p>	<p>Write legibly, fluently and with increasing speed by:</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>Maintain legibility in joined handwriting when writing at speed.</p>
<b>Sentence construction including grammar.</b>	<p>Write simple sentences independently</p> <p>Orally rehearse sentences before writing and begin to check</p>	<p>Consider what they are going to write before beginning by: Planning or saying out loud what they are going to write about, writing down ideas and/or key words, including new vocabulary, encapsulating what they</p>	<p>Plan, draft and write by composing and rehearsing sentences orally (including dialogue)</p>	<p>Continue to build confidence through planning, drafting and writing by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>Plan writing by identifying the audience for and purpose of the text, selecting the appropriate form and using other similar writing as models for their own</p>	<p>Plan writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own, noting and developing initial ideas and drawing on reading</p>

<p>sentences afterwards by reading out loud</p>	<p>want to say, sentence by sentence.</p>			<p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>	<p>and research where necessary</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>
<p>Join words and sentences using the 'and' conjunction</p>	<p>Write compound sentences using conjunctions for coordination: <i>and, but, or</i> Write complex sentences using conjunctions for subordination: <i>when, that, if, because</i></p>	<p>Extend sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p>	<p>Expand the range of conjunctions and prepositions within sentences and use these more confidently in writing (<i>when, before, so, after, while, because, until, as, since, unless, even, if, only, before, after, during, because of, etc.</i>) Use conjunctions to express time and cause (<i>when, before, so, after, while, because</i>)</p>	<p>Continue to write complex sentences using a secure range of subordinating conjunctions: <i>when, before, after, while, because, until, since, even, etc.</i></p>	<p>Use a variety of sentence length, structure and subject to provide clarity and emphasis</p>
	<p>Start sentences in a variety of ways, using a range of openers and time conjunctions: <i>First, Then, Once upon a time, One day. Etc.</i></p>	<p>Use adverbs to add detail (<i>then, next, soon, therefore</i>)  Begin to use prepositions to add detail (<i>before, after, during, in, because of</i>)</p>	<p>Understand how sentences can be joined in more complex ways:</p>	<p>Indicate degrees of possibility using adverbs – <i>perhaps/surely</i> or modal verbs – <i>might, should, will, must</i></p>	

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		Use expanded noun phrases for description and specification: <i>The blue butterfly, The white, spotty dog</i>	Intensify use of expanded noun phrases and choose adjectives appropriately: <i>dark, dismal dungeon-</i> begin to build a rich vocabulary using a thesaurus	Use expanded noun phrases in order to modify adjectives, nouns and preposition phrases, eg; <i>'the teacher'</i> expanded to, <i>'the old, strict teacher with short, curly hair'</i> - use thesaurus' to further build on the language and vocabulary used	Further extend noun phrases to develop ideas in greater detail, appropriately. Ensure use of more ambitious vocabulary through thesaurus work – <i>Dull, deteriorated curtains that billowed ferociously in the wind</i>	Use expanded noun phrases to convey complicated information concisely
		Use sentences with different forms: statement, question, exclamation, command		Use pronouns or nouns appropriately across sentences to aid cohesion and avoid repetition	Write relative clauses to add detail to writing	Select language that shows good awareness of the reader ( <i>e.g. the use of the first person in a diary; direct address in instructions and persuasive writing</i> )
		Use past and present tense mostly consistently and correctly	Use past and present tense consistently and correctly - Begin to vary tense choices, eg; Use of the present perfect form instead of the simple past: 'He has gone out to play' contrasted with 'He went out to play.'	Confidently vary tense choices, eg; Use of the present perfect form instead of the simple past: 'He has gone out to play' contrasted with 'He went out to play.'		Use the passive to affect the presentation of information within a sentence Use verb tenses consistently and correctly
			Start to learn about the differences between Standard and non-standard English	Ensure Standard English is applied rather than local spoken forms ('we were' <b>not</b> 'we was')		Ensure correct subject and verb agreement when using singular and plural, distinguishing between

			Begin to organise writing into paragraphs	Use paragraphs confidently to organise ideas and themes, integrating simple organisational devices where appropriate – headings, sub-headings, etc.	Use paragraphs confidently in independent writing Use devices to build cohesion within a paragraph Use devices to link ideas across paragraphs using adverbials of time	the language of speech and writing and choosing the appropriate register  Use the subjunctive mood – <i>If I were you, Were they to come, etc</i>  Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipses
			Ensure sentence variation is created through the use of simple adverbials and direct speech.	Use fronted adverbials to add detail to sentences and to link sections of text; <i>Later that day, I heard the shocking news</i>		
			Begin to discuss words and phrases that capture the reader's interest and imagination and use some of these in own writing	Confidently discuss words and phrases that capture the reader's interest and imagination and use these and synonyms for these words in own writing		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)

						Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this (GD)
<b>Punctuation</b>	<p>Use capital letters and full stops when punctuating a simple single sentence</p> <p>Begin to use question marks and exclamation marks to demarcate sentences</p> <p>Use a capital letter for the personal pronoun, 'I'</p> <p>Use capital letters for names and to start a sentence</p>	Punctuate sentences with capital letters, full stops, question marks and exclamation marks with growing accuracy	Demarcate the end of a sentence with a full stop, exclamation mark, or question mark and begin the next sentence with a capital letter consistently	Punctuate sentences correctly and accurately using ? ! . , “	Use brackets, dashes, or commas to indicate parenthesis, E.g. The man, with the blue hat on, was walking down the street. E.g. My mum (the teacher in Year 4) works far too hard.	Secure knowledge and understanding of more sophisticated punctuation marks: colon, semi-colon, parenthetic commas, dashes, brackets, hyphens
		Begin to use commas to list and describe	Use commas in lists, exclamation marks and question marks accurately. Become aware of the use of commas in marking grammatical boundaries within sentences, e.g; commas in compound sentences	Use commas to mark grammatical boundaries within sentences  Use commas after fronted adverbials, E.g <i>Later that day, I heard the shocking news</i>	Secure the use of commas in embedding clauses within sentences and to ensure commas are used to clarify, or avoid ambiguity	

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			Know and use the basic conventions of speech punctuation through: identifying inverted commas in reading, beginning to use in own writing, using capital letters to mark the start of direct speech	Use inverted commas and other punctuation to indicate direct speech, e.g. a comma after reporting clause: end punctuation with inverted commas	Understand how dialogue is set out and apply it in own writing – separate lines for alternate speakers and the positioning of commas before speech marks – begin to independently integrate dialogue to convey character and advance the action	Independently and effectively integrate dialogue in narratives to convey character and advance the action
		Use apostrophes for contractions and to mark singular possession in nouns  Re-read own writing to check for sense and correct punctuation and begin to make simple revisions and corrections	Begin to proof-read, targeting spelling and punctuation errors	Use the apostrophe accurately to mark singular and plural possession  Proof read more accurately, targeting spelling and punctuation errors and making more in-depth revisions to enhance the effectiveness of writing. Identify errors in writing and suggest alternative constructions	Discuss, proof read and edit own writing for clarity and accuracy	Assess the effectiveness of their own and others writing  Draft work with confidence and precision, enhancing effect and clarity
<b>Key vocabulary for each year group</b>	Word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question/exclamation mark	Verb, past, present, adjective, noun, suffix, apostrophe, comma, noun phrase, adverb, statement, question, exclamation, command	Word family, conjunction, adverb, preposition, direct speech, inverted commas, prefix, consonant, vowel, clause, subordinate clause	Determiner, pronoun, possessive pronoun, adverbial	Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	Semi-colon, subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon