



English Writing Progression

Nursery writers	Reception writers
<ul style="list-style-type: none">• I can sometimes give meaning to the marks as I draw and paint them.• I can ascribe meanings to marks that I see in different places.• I can hold a pencil between thumb and two fingers, no longer using whole hand grasp.	<ul style="list-style-type: none">• I can form lower-case and capital letters correctly.• I can spell words by identifying the sounds and then writing the sound with letter/s• I can write short sentences with words with known sound – letter correspondences using a capital letter and full stop.• I can write recognisable letters, most of which are correctly formed.• I can spell words by identifying sounds in them and representing the sounds with a letter or letters.• I can write simple phrases and sentences that can be read by others.
Year 1 writers	Year 2 writers
<ul style="list-style-type: none">• I can write sentences in order to create short narratives and non-fiction texts• I can use some features of different text types• I can reread my writing to check that it makes sense and make suggested changes• I can use adjectives to describe• I can use simple sentence structures• I can use the joining word (conjunction) ‘and’ to link ideas and sentences• I have an awareness of:<ul style="list-style-type: none">○ capital letters for names, places, the days of the week and the personal pronoun ‘I’○ finger spaces○ full stops to end sentences○ question marks○ exclamation marks• I can spell most words containing previously taught phonemes (sounds that I know) and words that contain these phonemes accurately• I can spell most Year 1 common exception words and days of the week accurately• I can use -s and -es to form regular plurals correctly.• I can use the prefix ‘un’• I can add the suffixes –ing, -ed, -er and –est to root words (with no change to the root word)	<ul style="list-style-type: none">• I can write simple stories• I can write about my own and others’ experiences both real and fiction• I can write about real events• I can use capital letters and full stops• I can use question marks when required• I can write in the present and past tense mostly consistently• I can use the joining words and / or / but• I can use the joining words if / that / when / because• I can segment words into sounds and spell the sounds correctly. I can spell most of these words correctly• I can make phonetically plausible attempts at longer words• I can spell most Year 2 common exception words correctly• I can write capital letters and digits of the correct size, orientation and in relationship to one another and to lower-case letters• I can use finger spaces of the correct size <p>Greater depth writers</p> <ul style="list-style-type: none">• 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



English Writing Progression

- | | |
|--|--|
| <ul style="list-style-type: none">• I can write lower case and capital letters in the correct direction, starting and finishing in the right place• 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 | <ul style="list-style-type: none">• I can make simple additions, revisions and proof-reading corrections to my own writing• I can use the full range of punctuation taught at key stage 1 mostly correctly including<ul style="list-style-type: none">○ commas to separate items in a list○ apostrophes to mark singular possession in nouns and contractions• I can spell most common exception words• I can add suffixes to spell most words correctly in my writing, e.g. –ment, –ness, –ful, –less, –ly• I can use the diagonal and horizontal strokes needed to join letters in most of my writing |
|--|--|



English Writing Progression

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



English Writing Progression

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