



Writing Progression

Key Stage 2

Writing skills are cumulative and built on year upon year.

Skill	Year 3	Year 4	Year 5	Year 6
Contexts for Writing including awareness of audience, purpose and structure	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar		Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	
	<p>Talk about text types, and begin to identify a range of features with increasing confidence</p> <p>Begin to recognise the purpose of different text types</p> <p>Identify ambitious vocabulary in spoken and written form</p> <p>Begin to engage the reader using specific vocabulary choices</p> <p><i>(See Writing overview for further details)</i></p>	<p>Talk about varying text types including identifying features common to this text type</p> <p>Write in a range of genres/forms, taking account of different audiences and purposes with guidance</p> <p>Begin to consider a viewpoint when writing</p> <p>Include details in ways that engage the reader</p> <p><i>(See Writing overview for further details)</i></p>	<p>Identify the audience and purpose of writing</p> <p>Select appropriate form with increasing independence and use similar writing as models for their own</p> <p>Write in a range of genres/forms, taking account of different audiences and purposes with increasing independence</p> <p>Engage reader and sustain interest by using features of the text type</p> <p>Begin to ensure consistent use of tone and formality</p> <p><i>(See Writing overview for further details)</i></p>	<p>Identify audience, tone and purpose with accuracy and independence</p> <p>Select appropriate form independently and use similar writing as models for their own</p> <p>Write in a range of genres/forms, taking account of different audiences and purposes.</p> <p>Maintains interest for the reader through varied use of devices, structures and features</p> <p>Consistent use of tone and formality</p> <p><i>(See Writing overview for further details)</i></p>
Planning Writing	<p>Plan writing by discussing and recording ideas within a given structure</p> <p>Compose a number of sentences orally, including making specific vocabulary choices, before writing</p> <p>Use ideas from their own reading and modelled examples to plan their writing</p>	<p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Make notes from writing similar to that which they are planning to write and turn these into sentences</p>	<p>Make organised notes from writing similar to that which they are planning to be able to form a variety of sentences</p> <p>Choose a planning structure suitable for their text type</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Begin to consider viewpoint</p> <p>Consider authorial choices and impact on the reader</p>



Skill	Year 3	Year 4	Year 5	Year 6
	Begin to make notes from writing similar to that which they are which they are planning to write and turn these into sentences	Organises or categorises information based on notes from several sources		
Drafting Writing	<p>Refer to their planning when writing</p> <p>Orally rehearse structured sentences and sequences of sentences</p> <p>Use time conjunctions</p> <p>Make careful choices about vocabulary used</p> <p>Begin to group related material together to form simple paragraphs</p> <p>In narratives, ensure a clear opening paragraph which explores setting and character</p> <p>Write a non-narrative using simple organisational devices such as headings and sub-headings</p>	<p>Refer to and expand upon their planning when writing</p> <p>Ensure sentence choice enhances structure e.g. time adverbials, conjunctions and prepositions</p> <p>Group similar information into paragraphs and begin to understand when a new paragraph should begin e.g. time, setting or character</p> <p>In narratives, create increasingly effective settings, characters and plot</p> <p>In non-narrative material, use simple organisational devices (headings & subheadings) with increasing effect</p> <p>In non-narrative, begin using appropriate introduction and concluding paragraphs</p>	<p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Write narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p> <p>In non-narrative, use introduction and concluding paragraphs as well as opening sentences, specific detail/examples and a concluding sentence within a paragraph</p> <p>Link ideas across paragraphs using cohesive devices</p> <p>Proofread their work to précis (edit an shorten) longer passages by removing unnecessary repetition or irrelevant details</p> <p>Begin developing material in a logical manner though it may not always be secure</p>	<p>Make changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Write increasingly effective narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p> <p>Use paragraphs purposefully to clearly structure main ideas across the text</p> <p>Use a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices to structure text and to guide the reader</p> <p>Ensure style and form is consistent and that developing material is introduced in a logical manner</p>
Editing Writing	<p>Begin to evaluate their own and others' work and assess whether it addresses the audience and purpose of the text type</p> <p>Discuss what they have written with the teacher or other pupils, identify some</p>	<p>Evaluate their own and others' work and ensure it addresses the audience and purpose of the text type</p> <p>Propose changes to grammar and vocabulary to improve consistency,</p>	<p>Assess the effectiveness of their own and others' writing</p> <p>Propose some changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>	<p>Propose most changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Distinguish between the language of speech and writing and choose the appropriate register</p>



Skill	Year 3	Year 4	Year 5	Year 6
	spelling and punctuation errors and make some changes to grammar and vocabulary	including accurate use of pronouns in a sentence Proof-read and pick up on some spelling and punctuation errors Use additional resources such as a dictionary to aid accuracy and a thesaurus for more focused language	Ensure the consistent and correct use of tense throughout a piece of writing Ensure correct subject and verb agreement when using singular and plural Proof-read for spelling and punctuation errors with more accuracy	Consistently proof-read for spelling and punctuation errors
Performing Writing	Read writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.		Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	
Vocabulary	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Begin to choose nouns or pronouns appropriately for clarity and to avoid repetition Begin to use formal language when appropriate Begin to use dictionaries and thesauruses	Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use formal language when appropriate Use language features that enhance writing such as similes, metaphors and alliteration Begin to use language as a tool for creating atmosphere within narrative Use dictionaries and thesauruses to extend and improve their vocabulary choices	Use expanded noun phrases to convey complicated information concisely Begin to use vocabulary choices to show formal and informal within a text e.g. when a character is speaking or quotes within a newspaper Begin to use vocabulary concisely and accurately to convey meaning	Use modal verbs or adverbs to indicate degrees of possibility Use vocabulary choices to show formal and informal within a text Use specific language choices as a tool for creating atmosphere within narrative Use a range of figurative language to create vivid imagery Use vocabulary concisely and accurately to convey meaning
Phonics and whole word spelling	Spell further homophones Spell words that are often misspelt Apply simple spelling rules and guidance from National Curriculum English Appendix 1: Spelling		Spell some words with 'silent' letters Continue to distinguish between homophones and other words which are often confused Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in National Curriculum English Appendix 1: Spelling (National Curriculum)	



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Other Word Building Spelling	Use further prefixes and suffixes and understand how to add them Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals Use the first 2 or 3 letters of a word to check its spelling in a dictionary Apply simple spelling rules and guidance from National Curriculum English Appendix 1: Spelling		Use further prefixes and suffixes and understand the guidance for adding them Use dictionaries to check the spelling and meaning of words Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary Apply simple spelling rules and guidance from National Curriculum English Appendix 1: Spelling	
Transcription	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.			



Skill	Year 3	Year 4	Year 5	Year 6
Handwriting				

Handwriting 

Year 3

Pupils are taught:

- To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- To increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down-strokes of letters are parallel and equidistant and that lines of writing are spaced sufficiently; ascenders and descenders of letters do not touch).

the money so the father shared the money out equally. Once the younger son got his half of the money he ran out of the farm and walked to the city. He bought a house and every thing he needed then he decided to throw parties every night and invite some of his friends over. Suddenly he ran out of money and had to send his servants out of the house. He lost everything his house and his food and soon he became homeless with no food. The younger son had to get a job to get food and get so he got a job to feed the pigs and he still got no food and didn't get paid for it.

Year 4

Pupils are taught:

- To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- To increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down-strokes of letters are parallel and equidistant and that lines of writing are spaced sufficiently; ascenders and descenders of letters do not touch).

question the Christmas Eve how happy all our PJs were. I was happy even some hot chocolate and two PJs. Once we all opened the box, I went upstairs to have a bath and then I went to bed.

At first on Christmas day, I opened an eye and started to think there was millions of presents downstairs. I couldn't stop myself to stop staying upstairs so I went as quiet as a mouse downstairs. The first thing I saw was Eve's princess candle ball pit it was so lightable one so we were lucky that Santa had already blown it.

Year 5

Pupils are taught to write legibly, fluently and with increasing speed:

- Pupils choose which shape of a letter to use when given choices and deciding whether or not to join specific letters
- Pupils choose the writing implement that is best suited
- Pupils use diagonal and horizontal strokes to join letters and know which letters, are best left un-joined
- Handwriting is consistent and legible; down-strokes of letters are parallel and equidistant
- Letters are well- spaced so that the ascenders and descenders of letters do not touch.

Firstly, this is undoubtedly a dangerous and silly decision. As some pupils are home-sitters, and in the winter it gets dark by four thirty. This could lead to possibly more accidents on the roads involving children. Sometimes it could get slippery and that means there is more chances of people slipping. Can you already see this is a bad idea?

Year 6

Pupils are taught to write legibly, fluently and with increasing speed:

- Pupils choose which shape of a letter to use and whether or not to join specific letters
- Pupils choose the writing implement that is best suited for a task
- Pupils use diagonal and horizontal strokes to join letters and know which are best left un-joined
- Handwriting is consistent and legible; down-strokes of letters are parallel and equidistant
- Letters are well- spaced so that the ascenders and descenders of letters do not touch.

Read on to find out the difference between climbing then and now.

Backpacks

Many years ago mountaineers used backpacks to store food in and keep essentials safe (climbing ropes, camera and altimeter). However, they made it hard for the climber to ascend the mountain for the following



Skill	Year 3	Year 4	Year 5	Year 6
Grammar				

Grammar and Punctuation (Cumulative) Year 4

Pupils are taught grammar and punctuation as part of each writing lesson:

Year 3

Word

Noun prefixes ('super', 'anti', 'auto')
Correct use of 'a' or 'an' before next word

Use of word families to gain meaning (solve, solution, solver, dissolve, insoluble)

Sentence

Expressing time, place and cause

- Conjunctions (when, before, after, while, so, because)
- Adverbs (then, next, soon, therefore)
- Prepositions (for example, before, after, during, in)

Text

Paragraphs to organise relevant ideas
Headings and sub-headings to aid presentation

Present perfect form of verbs instead of the simple past

Punctuation

Inverted commas to punctuate direct speech

Terminology

preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel

Word

Grammatical difference between plural and possessive
Understanding of verb inflections and tenses

Sentence

Expanding noun phrases with adjectives, nouns and prepositions
Use of fronted adverbials (and comma) to add detail

Text

Paragraphs to organise ideas effectively
Effective choice of pronouns and nouns to avoid repetition and support cohesion

Punctuation

Accurate punctuation within sentences using direct speech:
The girl whispered, "I saw it." VS "I saw it," whispered the girl.
Apostrophes for plural possession
Commas to mark fronted adverbials

Terminology

Determiner, pronoun, possessive pronoun, adverbial

Year 5

Word

Converting nouns/adjectives into verbs using suffixes (ate, ise, ify)
Verb prefixes (dis, de, mis, over, re)

Sentence

Relative clauses within sentences using - who, which, where, when, whose, that (relative pronoun may be omitted)

Indicating degrees of possibility (adverbs -perhaps, surely or modal verbs - might, should, will, must)

Text

Building cohesion within paragraphs (then, after, this, firstly)

Linking ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly) or tense choices (he **had** seen her before)

Punctuation

Brackets, dashes or commas to indicate parenthesis
Use of commas to clarify meaning or avoid ambiguity

Terminology

modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

Word

Differences between informal/formal speech and writing (find out, discover, ask for, request, go in, enter)
How words are related - synonyms and antonyms (big, large, little)

Sentence

Passive voice to alter the information (The window in the greenhouse was broken (by me))
Choice of language within formal/informal speech/writing structures

Text

Linking paragraphs with a range of cohesive devices (repetition, grammar, adverbials, ellipsis)
Layout devices (headings, sub-headings, columns, bullets, tables)

Punctuation

Punctuating independent clauses - semi-colon (It's raining; I'm fed up), colons and semi-colons within lists, dash
Bullet points, hyphens to avoid ambiguity (recover VS re-cover)

Terminology

subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

Year 6