



Federation of Beckwithshaw, Kettlesing Felliscliffe and Ripley Endowed CE Primary Schools

Growing Together, Guided by Love

## Progression in Writing

*Speaking, listening and communication: learn to - learn through - learn about.*

### Year 1

Working Towards the Expected Standard:

To use their own simple story ideas or retell a familiar story using short, simplistic sentences.	
To reread their writing aloud to check that it makes sense.	
To use adjectives that have been modelled.	
To use simple sentence structures (which may often be repetitive).	
<b>Has an awareness of:</b>	capital letters for names, places, the days of the week and the personal pronoun 'I'.
	finger spaces.
	full stops to end sentences.
To spell some words containing previously taught phonemes and GPCs accurately.	
To spell some Y1 common exception words accurately (from English Appendix 1).	
To write lower case letters in the correct direction, starting and finishing in the right place.	

Working at the Expected Standard:

To write sentences in order to create short narratives and non-fiction texts.	
To use some features of different text types (although these may not be consistent).	
To reread their writing to check that it makes sense and make suggested changes.	
To use adjectives to describe.	
<b>Has an awareness of:</b>	capital letters for names, places, the days of the week and the personal pronoun 'I'.
	finger spaces.
	full stops to end sentences.
	question marks.
To spell most words containing previously taught phonemes and GPCs accurately.	
	To spell most Y1 common exception words and days of the week accurately (from English Appendix 1).
To use -s and -es to form regular plurals correctly.	
To use the prefix 'un'.	
To add the suffixes <del>-ing</del> , <del>-ed</del> , <del>-er</del> and <del>-est</del> to root words (with no change to the root word).	
To write lower case and capital letters in the correct direction, starting and finishing in the right place.	
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.	

Working at Greater Depth within the Expected standard:

To write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose.	
To use a number of features of different text types and make appropriate topic/ subject matter vocabulary choices.	
To reread their writing to check that it makes sense and independently make changes.	
To use adjectives to describe (sometimes ambitious beyond the year group).	
To use simple and compound sentence structures.	
To use the joining word (conjunction) 'and' to link ideas and sentences.	
<b>Are able to regularly use</b>	capital letters for names, places, the days of the week and the personal pronoun 'I'.
	finger spaces.
	full stops to end sentences.
	question marks.
To spell all words containing previously taught phonemes and GPCs accurately.	
	To spell all Y1 common exception words and days of the week accurately (from English Appendix 1).
To use -s and -es to form regular plurals correctly.	
To use the prefix 'un'.	
To add the suffixes <del>-ing</del> , <del>-ed</del> , <del>-er</del> and <del>-est</del> to root words.	
To spell simple compound words.	
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.	



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Year 2

Working Towards the Expected Standard:

<b>Pupil(s) can write sentences to form a short narrative about their own and others' experiences (real and fictional), after discussion with the teacher:</b>	
demarcating some sentences with capital letters and full stops	
segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly and making phonically-plausible attempts at others	
spelling some common exception words*	
forming lower-case letters in the correct direction, starting and finishing in the right place	
forming lower-case letters of the correct size relative to one another in some of the writing	
using spacing between words	

Working at the Expected Standard:

<b>Pupil(s) can write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher:</b>		
writing about real events, recording these simply and clearly		
demarcating most sentences with:	capital letters and full stops	
and with use of:	question marks.	
using present and past tense mostly correctly and consistently		
using co-ordination (or / and / but)		
using some subordination (when / if / that / because)		
segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others		
spelling many KS1 common exception words*		
writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters		
using spacing between words that reflects the size of the letters		

Working at Greater Depth within the Expected standard:

<b>Pupil(s) can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing, after discussion with the teacher:</b>		
making simple additions, revisions and proof-reading corrections to their own writing		
using the full range of punctuation taught at key stage 1 mostly correctly including^:	commas to separate items in a list	
	apostrophes to mark singular possession in nouns and contractions	
spelling most common exception words*		
adding suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly		
using the diagonal and horizontal strokes needed to join letters in most of their writing		



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Year 3

Working Towards the Expected Standard:

<b>Pupil(s) are beginning to meet the following aims with support:</b>	
To rehearse orally their ideas for writing and record their ideas using a modelled planning format.	
To demonstrate some understanding of purpose and audience (although this may not be sustained).	
To use the simple structure of a wider range of text types.	
To proof-read their work to check for errors and make simple improvements with guidance.	
To make more ambitious word choices (often reflecting those modelled by a teacher).	
To usually maintain the correct tense (including the progressive form).	
Uses the full range of punctuation from previous year groups including:	full stops, capital letters, question marks and exclamation marks.
	commas within lists.
	apostrophes to show possession and to form contractions.
To begin to add inverted commas to mark direct speech (may not be consistent).	
To use a range of simple conjunctions (including some subordination).	
To spell some words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.	
To spell some words with suffixes correctly, e.g. usually, poisonous, adoration.	
To apply all spelling rules from the KS1 guidance within the English Appendix 1.	
To begin to use neat, joined handwriting.	

Working at the Expected Standard:

<b>Pupil(s) are beginning to independently apply their knowledge:</b>	
To begin to use ideas from own reading and modelled examples to plan their writing.	
To demonstrate an increasing understanding of purpose and audience.	
To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).	
To proof-read their own and others' work to check for errors with increasing accuracy, and make improvements.	
To make deliberate ambitious word choices to add detail.	
To begin to create settings, characters and plot in narratives.	
To begin to organise their writing into paragraphs around a theme.	
To maintain the correct tense (including present perfect tense) throughout a piece of writing.	
To use the full range of punctuation from previous year groups.	
To use inverted commas in direct speech.	
To use subordinate clauses.	
To begin to use conjunctions, adverbs and prepositions to show time, place and cause.	
To use 'a' or 'an' correctly most of the time.	
To spell many words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.	
To spell many words with suffixes correctly, e.g. usually, poisonous, adoration.	
To begin to spell homophones correctly, e.g. which and witch.	
To spell some of the Year 3 and 4 statutory spelling words correctly.	
To use a neat, joined handwriting style with increasing accuracy.	

Working at Greater Depth within the Expected standard:

<b>Pupil(s) are confidently and independently able to apply their knowledge:</b>	
To plan and write with an understanding of purpose and audience.	
To use the structure of several text types (including the use of simple layout devices in non-fiction).	
To proof-read theirs and others' work to check for errors, suggesting and making improvements.	
To make deliberate ambitious word choices to add detail, effect and to engage the reader.	
To create settings, characters and plot in narratives.	
To organise their writing into paragraphs around a theme.	
To maintain the correct tense (including present perfect tense) throughout a piece of writing with accurate subject/verb agreement.	
To use the full range of punctuation from previous year groups.	
To use punctuate direct speech accurately, including the use of inverted commas.	
To use subordinate clauses (sometimes in varied positions).	
To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	
To use 'a' or 'an' correctly throughout a piece of writing.	
To spell most words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.	
To spell most words with suffixes correctly, e.g. usually, poisonous, adoration.	
To spell homophones correctly, e.g. which and witch.	
To spell many of the Year 3 and 4 statutory spelling words correctly.	
To use a neat, joined handwriting style with increasing accuracy and speed.	



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Year 4

Pupil(s) are beginning to meet the following aims with support:	To use a consistent and appropriate structure in non-fiction texts (including genre-specific layout devices).					
	To write narratives with a clear beginning, middle and end with a clear plot.					
	To proofread and amend their own and others' writing with growing confidence.					
	To create more detailed settings, characters and plot in narratives.					
	To organise their writing into paragraphs around a theme.					
	To maintain accurate tense throughout a piece of writing.					
	To use Standard English verb inflections mostly accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.					
	To use the full range of punctuation from previous year groups.					
	To use inverted commas at the beginning and end of direct speech.					
	To use apostrophes for singular possession confidently and begin to use apostrophes for plural possession.					
	To begin to expand some noun phrases with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.					
	To begin to choose some nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.					
	To use some fronted adverbials, e.g. As quick as a flash, Last weekend; with some awareness of commas.					
	To spell most words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.					
	To spell most words with suffixes correctly, e.g. usually, poisonous, adoration.					
To spell homophones correctly, e.g. which and witch.						
To spell many of the Year 3 and 4 statutory spelling words correctly.						
To use a neat, joined handwriting style consistently.						

Pupil(s) are beginning to independently apply their knowledge:	To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).					
	To write narratives with a clear beginning, middle and end with a coherent plot.					
	To proofread confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapse in tense.					
	To create more detailed settings, characters and plot in narratives to engage the reader.					
	To consistently organise their writing into paragraphs around a theme.					
	To maintain an accurate tense throughout a piece of writing.					
	To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.					
	To use the full range of punctuation from previous year groups.					
	To use all the necessary punctuation in direct speech mostly accurately.					
	To use apostrophes for singular and plural possession with increasing confidence.					
	To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.					
	To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.					
	To use fronted adverbials, e.g. As quick as a flash, Last weekend, usually demarcated with commas.					
	To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.					
	To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.					
To spell homophones correctly, e.g. which and witch.						
To spell all of the Year 3 and 4 statutory spelling words correctly.						
To consistently use a neat, joined handwriting style.						

Pupil(s) are beginning to independently apply their knowledge:	To write a range of narratives that are well-structured and well-paced.					
	To write a range of non-fiction texts that are well-structured with appropriate layout devices.					
	To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.					
	To create detailed settings, characters and plot in narratives to engage the reader and add atmosphere.					
	To consistently organise their writing into paragraphs around a theme to add cohesion and aid the reader.					
	To always maintain an accurate tense throughout a piece of writing.					
	To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.					
	To use all the necessary punctuation in direct speech, including a comma after the reporting clause, and all end punctuation within the inverted comma.					
	To consistently use apostrophes for singular and plural possession.					
	To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.					
	To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it, etc.					
	To apply all the spelling rules and guidance from Y3/Y4 English Appendix 1 into their writing (including suggested prefixes, suffixes, homophones and statutory spellings).					
	To use their knowledge of word families to help with their spelling.					
	To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.					
	To spell homophones correctly, e.g. which and witch.					
To spell all of the Year 3 and 4 statutory spelling words correctly.						
To consistently use a neat, joined handwriting style.						



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Year 5

Pupils are beginning to meet the following aims with support/knowledge:	To write for a range of purposes and audiences with ideas that are usually sustained, well-ordered and logical.
	To select appropriate grammar and vocabulary to match the purpose and audience of their writing.
	To describe settings, characters and atmosphere with increasing awareness of the reader.
	To begin to use dialogue to convey a character and advance the action.
	To use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.
	To create paragraphs that are usually suitably linked (some transitions may be awkward).
	To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections.
	To use the full range of punctuation from previous year groups.
	To begin to use commas to clarify meaning or to avoid ambiguity.
	To begin to 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.
	To begin to experiment with relative clauses with support and modelling.
	To begin to use some adverbs and modal verbs to indicate degree of possibility, e.g. surely, perhaps, should, might, etc.
	To spell some verb prefixes correctly, e.g. deactives, overum, misconduct, etc.
To begin to convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, article, etc.	
To spell some complex homophones correctly, e.g. affect/effect, practice/practise, etc.	
To spell some words correctly from the VLE statutory spelling list.	
To write legibly, fluently and with increasing speed.	
Pupils are beginning to independently apply their knowledge:	To write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose.
	To describe settings, characters and atmosphere to consciously engage the reader.
	To use dialogue to convey a character and advance the action with increasing confidence.
	To select and use organisational and presentational devices that are relevant to the text type, e.g. headings, bullet points, underlining, etc.
	To begin to proofread work to produce longer passages by removing unnecessary repetition or irrelevant details.
	To create paragraphs that are usually suitably linked.
	To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.
	To use the full range of punctuation from previous year groups.
	To use commas to clarify meaning or to avoid ambiguity with increasing accuracy.
	To 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.
	To use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that), e.g. Professor <del>Smith</del> who was a famous inventor, had made a new discovery.
	To use brackets, dashes or commas to begin to indicate parentheses.
	To use adverbs and modal verbs to indicate degree of possibility, e.g. surely, perhaps, should, might, etc.
To spell many verb prefixes correctly, e.g. deactives, overum, misconduct, etc.	
To convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, article, etc.	
To spell many complex homophones correctly, e.g. affect/effect, practice/practise, etc.	
To spell many words correctly from the VLE statutory spelling list.	
To write legibly, fluently and with increasing speed.	
Pupils are confidently and independently able to apply their knowledge:	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.
	To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.
	To regularly use dialogue to convey a character and advance the action.
	To proofread work to produce longer passages by removing unnecessary repetition or irrelevant details.
	To consistently link ideas across paragraphs.
	To proofread their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.
	To begin to perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
	To use commas consistently to clarify meaning or to avoid ambiguity.
	To use a wide 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.
	To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that, and omitted relative pronoun), e.g. Professor <del>Smith</del> who was a famous inventor had made a new discovery.
	To use brackets, dashes or commas to indicate parentheses.
	To use a range of adverbs and modal verbs to indicate degree of possibility, e.g. surely, perhaps, should, might, etc.
	To spell most verb prefixes correctly, e.g. deactives, overum, misconduct, etc.
To regularly convert nouns or adjectives into verbs using suffixes, e.g. designate, classify, article, etc.	
To spell most complex homophones correctly, e.g. affect/effect, practice/practise, etc.	
To spell most words correctly from the VLE statutory spelling list.	
To write legibly, fluently and with increasing speed.	

