

St Luke's C of E Primary School

Writing Progression Document



Our Writing Progression document details the writing skills that pupils will gain in each year group from Nursery to Year 6. The skills have been categorised under the following headings:

- Spelling and punctuation
- Sentence Construction, Grammar and Text Cohesion
- Composition and Effect
- Plan, Evaluate (edit and draft)
- Handwriting and Presentation

Writing skills are colour coded to show the expectations of what children should achieve within each year group if they are:

Working towards the expected standard.

Working at the expected standard.

Working at the greater depth standard.

Nursery By the end of Nursery, pupils can:	Spelling and Punctuation	Sentence Construction, Grammar and Text Cohesion	Composition and Effect	Plan, Evaluate (edit and draft)	Handwriting and Presentation
	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.	Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Talk in simple sentences (4-6 words) and link thoughts using (and, because) Retell a familiar story or past event in the correct order Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' Give meaning to marks as they draw and paint. Develop an awareness of the way stories are structured Write their name forming some of the letters accurately	Engage in extended conversations about stories, learning new vocabulary. Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some letters accurately. Listen and recall a story/poem/event Use new vocabulary based upon their experiences Develop stories around toys and open ended materials Describe the main story setting, events and principal characters. Write their name forming some of the letters accurately Develop an awareness of the way stories are structured		Use one-handed tools and equipment, for example, making snips in paper with scissors. Write some letters accurately. Shows a preference for a dominant hand. Hold a pencil between thumb and first two fingers Use tools to make marks Use mark making tools to begin to form letters and numbers significant to themselves Record and use marks to represent number and symbols Use gross motor skills / large movements to wave flags and streamers, paint and make marks.

End of Nursery Beginning of Reception	Use a comfortable grip with good control when holding pens and pencils Show a preference for a dominant hand Draw freely by choice using a variety of materials Use some of their print and letter knowledge in their early writing, such as a pretend shopping list where they write at the top of the page and out an 'm' for mummy Write some or all of their name Write some letters accurately
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End of Nursery Beginning of Reception		Use a comfortable grip with good control when holding pens and pencils Show a preference for a dominant hand Draw freely by choice using a variety of materials Use some of their print and letter knowledge in their early writing, such as a pretend shopping list where they write at the top of the page and out an 'm' for mummy Write some or all of their name Write some letters accurately

Reception By the end of Reception, pupils can:	Spelling and Punctuation	Sentence Construction, Grammar and Text Cohesion	Composition and Effect	Plan, Evaluate (edit and draft)	Handwriting and Presentation
	Spell words by identifying the sounds and then writing the sound with the letter/s using taught GPCs from phase 2 and 3 (digraphs and trigraphs) Spell phase 2 and 3 HRS words such as 'we, she, as'. Make phonetically plausible attempts at writing longer, more complex words. Write short sentences with words with known letter-sound correspondences. Continue a rhyming string Hear initial, middle and end sounds in words Confidently and independently blend and segment sounds in words. Write a range of high frequency words.	Form most lower case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with the letter/s using taught GPCs from phase 2 and 3 (digraphs and trigraphs) Write labels and captions independently. Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop that can be read by others. Begin to leave spaces between words Connect ideas and actions using a range of connectives. Retell and sequence a story, poem or event showing a deep understanding and familiarity. Use extended sentences to link thoughts and ideas. Write their own full name.	Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. Use extended sentences to link thoughts and ideas. Compose a sentence orally and independently. Be able to say the sentence out loud before writing it. Organise thinking and decide on sentence structure. Re-read what they have written to check it makes sense Listen to and talk about stories, building familiarity and using new vocabulary. Share a range of non-fiction books and show an understanding of new knowledge and vocabulary.	Re-read what they have written to check it makes sense	Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Shows a preference for a dominant hand. Use a pencil and hold it with a comfortable grip and control to form recognisable letters, most of which are correctly formed. Move confidently, continuing to develop gross motor movements and spatial awareness. Form most lower case and upper case letters correctly. Safely and competently use tools and resources.
End of Reception Beginning of Year 1		Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others Write their own full name			

End of Reception Beginning of Year 1		Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others Write their own full name			
Year 1 By the end of year 1, pupils can:	Spelling and Punctuation	Sentence Construction, Grammar and Text Cohesion	Composition and Effect	Plan, Evaluate (edit and draft)	Handwriting and Presentation
	Leave space between most words Spell words containing most of the 40+ phonemes already taught Spell some CEWs and apply some year 1 spelling rules and guidance Spell words containing each of the 40+ phonemes already taught (including Reception) Spell days of the week correctly Can spell CVC words correctly and most CEW or HRS words correctly Spell words with suffixes which can be added without change to the root word (e.g. help/helping) and plural noun suffixes (e.g. dog/dogs, wish/wishes) - Year 1 spelling rules and guidance (NC) Leave spaces between words Begin to punctuate sentences using a capital letter and full stop Use capital letters for names of people, places, days of the week and for the personal pronoun 'I' Some correct of use question marks and exclamation marks appropriately Joining words and clauses using 'and', 'but', 'so' Punctuate sentences using a capital letter and a full stop most consistently Use question marks or explanation marks where appropriate Apply Year 1 spelling rules and guidance consistently.	Write more than one sentence on an idea Write sentences which make sense, understanding how words can combine to make sentences (noun and verb placement) Join words and clauses using 'and' Apply skills and guidance from Year 1 GPV - English Appendix 2 (NC) Sequence sentences to form more sustained narratives.	Sequence sentences to form short narratives Attempt to write a variety of text types (such as lists, stories, captions) Generally use vocabulary suited to the task Can produce some of their own ideas for writing (not a retelling) Begin to use some features of text types where appropriate	Begin to re-read what they have written to check it makes sense Discuss what has been written with teacher or other pupils Orally rehearse sentences before writing them. Draft sustained pieces of writing Check that their sentence makes sense and make some simple corrections where necessary (spelling and demarcation)	Form capital letters mostly correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Sit correctly at a table, holding the pencil correctly Form lower case letters in the correct direction, starting and finishing in the right place Form capital letters and digits 0 to 9 correctly Understanding which letters belong to which handwriting families (ascenders, descenders etc) Begin to control letter size, shape and orientation Show consistency in letter formation, especially within handwriting 'families' (I.e. letters that are formed in similar ways.)
End of Year 1 Beginning of Year 2		Pupils write sentences that are sequenced to form a short narrative independently and (this may be more like spoken than written language) Pupils demarcate some sentences with capital letters and full stops Pupils join words and clauses using 'and' Pupils segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically plausible attempts at others Pupils spell most CVC words and common exception words from R/Y1 word lists. Pupils form lower case letters of the correct size relative to one another in most of their writing Pupils form lower case letters in the correct direction, starting and finishing in the right place Pupils use spacing between words			

End of Year 1 Beginning of Year 2	Pupils write sentences that are sequenced to form a short narrative independently and (this may be more like spoken than written language) Pupils demarcate some sentences with capital letters and full stops Pupils join words and clauses using ‘and’ Pupils segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically plausible attempts at others Pupils spell most CVC words and common exception words from R/Y1 word lists. Pupils form lower case letters of the correct size relative to one another in most of their writing Pupils form lower case letters in the correct direction, starting and finishing in the right place Pupils use spacing between words				
Year 2 By the end of year 2, pupils can:	Spelling and Punctuation	Sentence Construction, Grammar and Text Cohesion	Composition and Effect	Plan, Evaluate (edit and draft)	Handwriting and Presentation
	Demarcate some sentences with capital letters and full stops Segment spoken words into phonemes and represent these by graphemes, spelling some of these words correctly and making phonically plausible attempts at others Spell some Year 2 common CEWs correctly Spell many CEWs for Year 2 correctly (including some homophones) and apply spelling rules and guidelines for Yr 2 (English Appendix 1) Demarcate most sentences in their writing with capital letters, full stops, question marks and exclamation marks when required Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others Use the punctuation taught at KS1 mostly correctly: Capital letters, full stops, question marks, exclamation marks Use commas to separate items in a list Use apostrophes to mark where letters are missing in spelling [for example: didn’t, she’s] and to mark singular possession in nouns [the girl’s name] Spell most CEWs for Year 2 correctly (including homophones) Can spell words using suffixes (which change word classes e.g. –ment / -ful / -less / -ly, / -er, / -est, / -ness) accurately	Use present and past tense mostly correctly and consistently Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] Use conjunctions for subordination (using when, if, that, because) and co-ordination (using or, and, but) Begin to develop an understanding of some features of written Standard English Use correct grammatical patterns for statements, questions, exclamations and commands Use expanded noun phrases for description and specification Apply skills and guidance from Year 2 GPV (English Appendix 2 NC)	Write sentences that are sequenced to form a short narrative Write simple coherent narratives about personal experiences and recount real events (real or fictional) Write about real events, recording these simply and clearly Use interesting and ambitious words for their age Use carefully selected adjectives/descriptive phrases for detail and description Can provide enough detail to interest the reader Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing	Write down or orally rehearse key words and ideas Orally rehearse sentences before writing them. Re-read writing to check it makes sense (particularly focusing on use of tense) and make some simple corrections where necessary Make simple additions, revisions and proof reading corrections to their own writing	Form lower-case letters in the correct direction, starting and finishing in the right place Form lower-case letters of the correct size relative to one another in some of their writing Use spacing between words Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use correct spacing between words that reflects the size of the letters Use the diagonal and horizontal strokes needed to join some letters
End of Year 2 Beginning of Year 3	Pupils write simple coherent narratives about personal experiences and those of others (real or fictional) Pupils write about real events, recording these simply and clearly Pupils demarcate most sentences in their writing with capital letters and full stops and use question marks correctly when required Pupils use present and past tense mostly correctly and consistently Pupils use coordination (and/or/but) and subordination (when/if/that/because) to join clauses Pupils can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others Pupils spell many CEWs for KS1 correctly and most CVC words Pupils form capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters Pupils use spacing between words that reflects the size of the letters Pupils use some descriptive language and detail Pupils can identify some errors in their writing by proof-reading what they have written.				

End of Year 2 Beginning of Year 3		Pupils write simple coherent narratives about personal experiences and those of others (real or fictional) Pupils write about real events, recording these simply and clearly Pupils demarcate most sentences in their writing with capital letters and full stops and use question marks correctly when required Pupils use present and past tense mostly correctly and consistently Pupils use coordination (and/or/but) and subordination (when/if/that/because) to join clauses Pupils can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others Pupils spell many CEWs for KS1 correctly and most CVC words Pupils form capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters Pupils use spacing between words that reflects the size of the letters Pupils use some descriptive language and detail Pupils can identify some errors in their writing by proof-reading what they have written.			
Year 3 By the end of year 3, pupils can:	Spelling and Punctuation	Sentence Construction, Grammar and Text Cohesion	Composition and Effect	Plan, Evaluate (edit and draft)	Handwriting and Presentation
	Demarcate most sentences with: capital letters, full stops; question marks and exclamation marks Use commas to separate items in a list Spell CEWs (Year 1 and 2) mostly correctly and apply Year 1 and 2 spelling rules accurately as well as some Year 3 words (English Appendix 1 NC) Spell common words correctly, with some errors, familiarise themselves with the Year 3/4 spelling list and apply spelling rules and guidelines for Yr 3 (English Appendix 1 NC) Spell words which belong to word families accurately (e.g. solve/dissolve/solution) and use the first two or three letters of a word to check its spelling in a dictionary write (English Appendix 1 NC) Spell some common homophones and some words that are often misspelt correctly (English Appendix 1 NC) Use some prefixes and suffixes and understand how to add them (English Appendix 1 NC) Begin to use inverted commas to punctuate direct speech Begin to use apostrophes for possession Understanding the use of the forms a or an. Demarcate sentences with basic sentence punctuation correctly most of the time (full stops, capital letters, question marks, exclamation marks, apostrophes for contraction, apostrophes for possession (regular plurals), commas for lists Use the full range of punctuation taught at KS1 and in Year 3 correctly	Describe settings and characters using simple expanded noun phrases Use simple conjunctions for coordination [an/or/but] and subordination [when/if/that/because] Use present and past tense verb forms mostly correctly and consistently Begin to use simple organisational devices in non-narrative material (e.g. headings and subheadings) Begin to build a varied and rich vocabulary and an increasing range of structures (NC English Appendix 2 NC) Organise simple paragraphs around a theme Extend the range of sentences with more than one clause by using a wider range of conjunctions [e.g., when, if, before, after, while, so, because, although] Use conjunctions, adverbs and prepositions to express time and cause. Conjunctions [e.g., when, if, before, after, while, so, because, although] adverbs [e.g. then, next, soon, therefore], or prepositions [e.g. before, after, during, in, because of] Use the present perfect form of verbs in contrast to the past and write sentences which are correctly constructed with correct subject/verb agreement Apply skills and guidance from Year 3 GPV (English Appendix 2 NC) Use pronouns to avoid repetition Use adverbial phrases to support cohesion	Write simple, coherent narratives about personal experiences and those of others (real or fictional) Write about real events, recording these simply and clearly Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing Create simple settings, characters and a basic plot in narratives Begin to build a varied and rich vocabulary and an increasing range of structures (English Appendix 2 NC) Use varied and rich vocabulary including the careful use of adjectives and adverbs for description and detail Use some language devices appropriate to the text type (e.g. rhetorical questions, alliteration, imperative verbs) Write effectively and coherently for different purposes and audience, drawing on their reading to inform the vocabulary and grammar of their writing and selecting specific organisational features	Begin to proofread and edit their work to check for basic errors Compose and rehearse simple sentence structures orally (including dialogue) Discuss and record ideas for writing Begin to assess the effectiveness of their own and others' writing, suggesting improvements Begin to propose changes to grammar and vocabulary to improve consistency (e.g. use of pronouns) Proof read for some spelling and punctuation errors	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Use spacing between words that reflects the size of the letters. Begin to use the diagonal, horizontal strokes that are needed to join letters Introduce joins to ascenders Understand which letters are best left un-joined Begin to increase the legibility, consistency and quality of handwriting by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. Produce legible, joined handwriting

	Spell most words correctly (Y1-Y3 lists) including the addition of prefixes and suffixes				
End of Year 3 Beginning of Year 4		Pupils approach writing appropriately for the purpose and are broadly accurate in their basic skills. Pupils use paragraphs to group ideas around a theme Pupils in non-fiction writing use headings and subheadings Pupils use interesting language with some words that are ambitious Pupils correctly use verbs in the 1st, 2nd and 3rd person Pupils use basic sentence punctuation correctly, most of time (full stops, capital letters, question marks, exclamation marks, commas for lists, some inverted commas). Pupils in fictional writing experiment with adjectives to create impact and use inverted commas for direct speech Pupils make use of conjunctions (when, so, before, after, while, because, although), prepositions (before, after, during, in, because of) and adverbs (then, next, soon, therefore) Pupils are beginning to show variety in sentence type and structure adding some detail and description. Pupils spell most common words correctly, with some errors and are applying Year 3 spelling rules Pupils spell most words correctly from the year 3 list Pupils generally produce handwriting that is legible and neat and ascenders are joining correctly Pupils edit writing by proof-reading what they have written			

End of Year 3 Beginning of Year 4		Pupils approach writing appropriately for the purpose and are broadly accurate in their basic skills. Pupils use paragraphs to group ideas around a theme Pupils in non-fiction writing use headings and subheadings Pupils use interesting language with some words that are ambitious Pupils correctly use verbs in the 1st, 2nd and 3rd person Pupils use basic sentence punctuation correctly, most of time (full stops, capital letters, question marks, exclamation marks, commas for lists, some inverted commas). Pupils in fictional writing experiment with adjectives to create impact and use inverted commas for direct speech Pupils make use of conjunctions (when, so, before, after, while, because, although), prepositions (before, after, during, in, because of) and adverbs (then, next, soon, therefore) Pupils are beginning to show variety in sentence type and structure adding some detail and description. Pupils spell most common words correctly, with some errors and are applying Year 3 spelling rules Pupils spell most words correctly from the year 3 list Pupils generally produce handwriting that is legible and neat and ascenders are joining correctly Pupils edit writing by proof-reading what they have written			
Year 4 By the end of year 4, pupils can:	Spelling and Punctuation	Sentence Construction, Grammar and Text Cohesion	Composition and Effect	Plan, Evaluate (edit and draft)	Handwriting and Presentation
	Demarcate most sentences with: capital letters, full stops, question marks, exclamation marks and commas in lists (where appropriate)	Use different sentence types in their writing (some simple, compound and complex)	Write effectively and coherently for different purposes and audiences, drawing on their reading to inform the vocabulary and grammar of their writing	Begin to proofread and edit their work to check for basic errors	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower cases letters.
	Some use of contracted forms	Use a range of conjunctions for coordination and subordination		Discuss writing similar to which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Use the diagonal, horizontal strokes that are needed to join letters in some of their writing
	Spell CEWs, contracted forms and words following the Yr 1 and 2 spelling rules mostly correctly	Use present, past, progressive and perfect tense verb forms mostly correctly and consistently	Describe settings and characters using expanded noun phrases		
	Spell some words correctly (Yr 3 and 4 list)	Use appropriate organisational devices in non-narrative material [e.g. headings and subheadings, columns]	Write effectively and coherently for different purposes and audiences, selecting the appropriate organisational features	Discuss and record ideas for writing	Continue to improve the consistency of the size of letters and ensure that the size of capital letters are relative and in the correct proportion
	Spell the majority of familiar words correctly (including Year 3/4 spelling list and some homophones e.g. their/there/they're, were/where, to/too, your/you're)	Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases to convey complicated information concisely (e.g. the teacher expanded to: the strict maths teacher with curly hair)	Discuss writing similar to which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	Use the diagonal and horizontal strokes that are needed to join letters
	Use further prefixes and suffixes and understand how to add them (English Appendix 1 NC)	Choose some nouns or pronouns (personal or possessive) appropriately for clarity, cohesion and to avoid repetition	Create developed settings, characters and plot in narratives	Proof read consistently for spelling and punctuation errors	Understand which letters, when adjacent to each other, are best left un-joined
	Use a dictionary and thesaurus to spell increasingly complex words and to make a choice of words	Begin to understand the difference between Standard English forms for verb inflections and local spoken forms [for example, we were instead of we was, or I did instead of I done]	Use some language devices appropriate to the text type (alliteration, onomatopoeia, rhetorical questions, persuasive language)	Assess the effectiveness of their own and others' writing, suggesting improvements	Continue to learn to join ascenders from specific letters
	Spell further homophones, spell words that are often misspelt and apply Year 3 and 4 spelling rules (English Appendix 1 NC)	Use generally consistent tense, person and tone throughout pieces of writing	Use varied and rich vocabulary (including the use of adverbs and adjectives for detail)	Propose changes to grammar and vocabulary to improve consistency (e.g. use of pronouns)	Increase legibility, consistency and quality of handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and
	Demarcate sentences with: capital letters, full stops, question marks, exclamation marks, apostrophes for contraction, apostrophes for possession (regular and irregular plurals), commas in lists	Use paragraphs to organise ideas around a theme	Engage the reader through the use of varied sentence openings		
	Use apostrophes to mark plural possession [for example, the girl's name, the girls' names]				

	Understand the grammatical difference between plural and possessive –s Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, “Sit down!”] Use fronted adverbials followed by commas Use commas after fronted adverbials and to mark boundaries between clauses. Use the full range of punctuation taught at KS1 and in Year 3 and 4 correctly: capital letters, full stops, question marks, exclamation marks, apostrophes for contraction, apostrophes for possession (including plural possession), commas in lists and after fronted adverbials, inverted commas Spell most words correctly (Y1 – Y4 lists) including the addition of prefixes and suffixes	Use a range of sentence types, including commands, statements and questions and structures including subordinate clauses, prepositional and adverbial phrases Use fronted adverbials followed by commas [e.g. Later that day, I heard the bad news.] Apply skills and guidance from Year 4 GPV (English Appendix 2 NC) Use paragraphs to structure writing consistently Maintain Standard English, mostly correctly	Write effectively and coherently for different purposes and audiences, selecting the appropriate organisational features and engaging the reader Begin to use showing sentences to create a vivid image in the reader's mind		descenders of letters do not touch. Improve speed and fluency of handwriting Using joined handwriting throughout most of their independent writing Produce legible, joined handwriting
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End of Year 4 Beginning of Year 5	Pupils write for a range of purposes Pupils use paragraphs to organise ideas Pupils in narratives describe settings and characters Pupils in non-narrative writing use simple devices to structure writing and support the reader (headings, sub-headings and bullet points) Pupils use a range of punctuation mostly accurately (full stops, capital letters, exclamation marks, question marks, commas for lists, inverted commas, apostrophes). Pupils show variety in sentence type and structure including openings, adding detail and description and using a wider range of conjunctions Pupils organise writing appropriately for the purpose, including experimenting with the use of paragraphs and rich and ambitious vocabulary Pupils spell correctly most words/rules from the year 3 / 4 list and apply the year 4 spelling rules Pupils use legible, joined handwriting Pupils initiate edits to writing by proof-reading what they have written
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End of Year 4 Beginning of Year 5		Pupils write for a range of purposes Pupils use paragraphs to organise ideas Pupils in narratives describe settings and characters Pupils in non-narrative writing use simple devices to structure writing and support the reader (headings, sub-headings and bullet points) Pupils use a range of punctuation mostly accurately (full stops, capital letters, exclamation marks, question marks, commas for lists, inverted commas, apostrophes). Pupils show variety in sentence type and structure including openings, adding detail and description and using a wider range of conjunctions Pupils organise writing appropriately for the purpose, including experimenting with the use of paragraphs and rich and ambitious vocabulary Pupils spell correctly most words/rules from the year 3 / 4 list and apply the year 4 spelling rules Pupils use legible, joined handwriting Pupils initiate edits to writing by proof-reading what they have written			
Year 5 By the end of year 5, pupils can:	Spelling and Punctuation	Sentence Construction, Grammar and Text Cohesion	Composition and Effect	Plan, Evaluate (edit and draft)	Handwriting and Presentation
	Demarcate most sentences with: capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes for contraction, punctuation for direct speech (beginning) Spell CEWs, contracted forms and words following Year 1 and Year 2 spelling rules correctly Spell many words correctly (Year 3 and 4) and be starting to spell some Year 5 and 6 words correctly Spell most words correctly on the year 3, 4 and 5 spelling list (including common exception words for Year 5/6 and common homophones) Use a dictionary and thesaurus and apply Year 5 spelling rules (English Appendix 1 NC) Begin to spell some words with 'silent' letters [e.g. knight, psalm, solemn] and homophones Use punctuation taught from year 1 – 5 mostly correctly, including accurate punctuation of direct speech Begin to use brackets, dashes or commas to indicate parenthesis (including for asides) Begin to use commas to clarify meaning or avoid ambiguity Begin to use punctuation for effect (e.g. ellipsis, exclamation mark, question mark) Use the full range of punctuation taught in Years 1-5 mostly correctly	In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, subheadings, bullet points) Use a range of sentence types including using coordinating and subordinating conjunctions Use paragraphs to organise ideas consistently Begin the select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (e.g. verb forms, passive verbs, modal verbs and adverbs) Use some devices to build cohesion and link ideas within and across paragraphs (e.g. using adverbials of time, place and number (later, nearby, secondly, or tense choices) Beginning to ensure the correct subject and verb agreement when using singular and plural, distinguishing between the languages of speech and writing. Use the perfect form of verbs to mark relationships of time and cause Use the correct tense and person throughout a piece of writing consistently Use relative clauses beginning with who, which, where, when , whose that or an implied relative pronoun Indicate degrees of possibility using adverbs (e.g. perhaps, surely), modal verbs (e.g. might, should, will, must), or the conditional tense	Write for a range of purposes In narratives, describe settings and characters Identify the audience and purpose of writing, often selecting appropriate form and using other similar writing as models for their own Begin to see how characters and settings are developed within a piece of writing Begin to describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action in narratives Select the vocabulary and register typical of formal and informal speech and writing mostly appropriately Use language techniques (e.g. repetition, figurative language, persuasive language, rhetorical questions) across a range text type Select from a wide range of imaginative and ambitious vocabulary and use expanded noun phrases to convey complicated information concisely Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the 1st	Independently proofread and edit their work to check for basic errors Make notes and develop initial ideas to plan writing Proof-read for known spelling, punctuation and grammatical errors Assess the effectiveness of their own and others' writing according to the writing focus for the task Begin to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning with prompting	Write legibly Write legibly, fluently and with increasing speed Practising sloped handwriting with horizontal and diagonal joins (including ascenders) Choose the shape of a letter to use when given choices and deciding whether or not to join letters Choosing the writing implement that is best suited for a task (e.g. quick notes, letters). Be able to use the appropriate standard of handwriting (for notes, final write up)

	Spell most words correctly (Y1 – 5 spelling lists) including the addition of prefixes and suffixes	Begin to use specific organisational and presentational devices to structure text and guide the reader (appropriate for text type) Apply skills and guidance from Year 5 GPV (English Appendix 2 NC) Make use of a wide variety of sentence constructions (including the use of subordinate clauses, short sentences for effect and openers)	person in a diary; direct address in instructions and persuasive writing) Select vocabulary and grammatical structures that reflect what the writing requires.		
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End of Year 5 Beginning of Year 6	Pupils write for a range of purposes and audiences, adding phrases to make sentences more precise and detailed Pupils must use basic sentence punctuation accurately (full stops, capital letters, exclamation marks, question marks, commas in lists and inverted commas). Pupils can use a range of sentence structures including the use of relative clauses, openers, subordinating conjunctions to create a desired effect Pupils link clauses in sentences using a range of subordinating and coordinating conjunctions Pupils are able to structure their writing using paragraphs and use the appropriate text structure and organisation. Pupils use adverbials of time (later), place (nearby) and number (secondly) to link ideas across paragraphs Pupils use pronouns to avoid repetition Pupils engage the reader with careful/ambitious choices of vocabulary and language techniques (figurative language, alliteration, repetition) for different audiences and purposes. Pupils are beginning to use punctuation for parenthesis (brackets, dashes and commas). Pupils spell correctly most words from the year 3, 4 and 5 spelling lists Pupils are able to identify errors and make some improvements to their own work. Pupils' handwriting is legible, joined and writing can be sustained
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Year 6 By the end of year 6, pupils can:	Spelling and Punctuation	Sentence Construction, Grammar and Text Cohesion	Composition and Effect	Plan, Evaluate (edit and draft)	Handwriting and Presentation
	Use punctuation mostly correctly: capital letters, full stops, question marks, exclamation marks, apostrophes for contraction. Spell correctly most words from the year 3,4,5,6 spelling list Spell correctly most words from the year 5 and 6 spelling list (including CEWs for Year 6 and homophones) Apply spelling rules from the year 6 rules and guidance (English Appendix 1 NC) Use a dictionary and thesaurus to check the spelling of uncommon or more ambitious vocabulary Use the range of punctuation taught at KS2 mostly correctly [e.g. inverted commas, commas for clarity and other punctuation to indicate speech] (English Appendix 2) Make some use of semi-colons, colons, or dashes to mark boundaries between independent clauses Make some use of hyphens to avoid ambiguity Make some use of colons to introduce lists Punctuate bullet points consistently Can use punctuation precisely to enhance meaning, to avoid ambiguity or for effect	In non-narrative writing, use simple devices to structure the writing and support the reader [e.g. headings, subheadings, bullet points] Use paragraphs to organise ideas 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] Use a range of devices to build cohesion within and across paragraphs [e.g. Conjunctions, adverbials of time and place, pronouns and synonyms.] Recognise and use structures appropriate for formal speech and writing (including the subjunctive and impersonal form) Make appropriate use of a wide variety of sentence constructions (including the use of subordinating conjunctions, short sentences for effect and openers) Use appropriate text structure and paragraphing (e.g. for narratives, persuasive writing, speeches) Use verb tenses, person and tone consistently throughout pieces of writing	Write for a range of purposes In narratives, describe settings and characters Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the 1st person in a diary; direct address in instructions and persuasive writing). In narratives, describe settings, characters and atmosphere Integrate dialogue in narratives effectively to convey character and advance the action Use ambitious vocabulary, figurative language and showing sentences (to create a vivid image for the reader) Exercise a conscious control over levels of formality, using grammar and vocabulary to achieve this. Sustain a particular tone throughout the text. Use language techniques (e.g. Repetition, figurative language, emotive language, rhetorical questions) across a range text types Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as model for their own	Make notes and develop initial ideas to plan writing Proof-read for known spelling, punctuation and grammatical errors (including subject-verb agreement) Assess the effectiveness of their own and others' writing according to writing focus for the task Propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning during and after writing	Write legibly Maintain legibility in joined handwriting when writing at speed Continue to improve handwriting (sizing, proportion, spacing) Choosing the writing implement that is best suited for a task (e.g. quick notes, letters). Consider carefully the style of handwriting which is best suited for a task (e.g. vary the font for emphasis) Explore 'style for speed' options (crossbar join and looping) Understanding annotations Start to explore personal style

	(e.g. ellipsis, exclamation mark, question mark, dash) Use the range of punctuation taught at KS2 correctly [e.g. semi-colons, dashes, colons, hyphens] and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity	Apply skills and guidance from Year 6 GPV (English Appendix 2 NC) Distinguish between the language of speech and writing and choose the appropriate register	writing [e.g. literary language, characterisation, structure] Exercise a conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this		
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End of Year 6 Beginning of Year 7	Pupils write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader [e.g. the use of first person in a diary; direct address in instructions and persuasive writing] Pupils describe settings, characters and atmosphere in narratives Pupils use figurative language to enhance description and carefully select vocabulary for effect in their writing Pupils integrate dialogue in narratives to convey character and advance the action Pupils select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately [e.g. using the contracted forms in dialogue in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility] Pupils use a range of devices to build cohesion [e.g. conjunctions, adverbials of time and place, pronouns and synonyms] Pupils use verb tenses consistently and correctly throughout their writing Pupils use the range of punctuation taught at KS2 mostly correctly [e.g. inverted commas, commas to avoid ambiguity and punctuation to indicate direct speech] Pupils propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning during and after writing Pupils maintain legibility in joined handwriting when writing at speed
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