



Writing Progression of skills

Transcription – Spelling				
National Curriculum	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them – see English appendix 1 Spell further homophones Spell words that are often misspelt Place the possessive apostrophe accurately in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's) Use the first 2 or 3 letters of a word to check its spelling in a dictionary Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 		<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] 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 English appendix 1 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 use a thesaurus 	
	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Spelling</u>	See SMAB spelling progression document	See SMAB spelling progression document	See SMAB spelling progression document	See SMAB spelling progression document
Transcription – handwriting				
National Curriculum	<ul style="list-style-type: none"> Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting Pupils should be using joined handwriting throughout their independent writing, with the aim of increasing the fluency with which pupils 		<ul style="list-style-type: none"> write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task 	



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	are able to write down what they want to say. This, in turn, will support their composition and spelling.			
	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Handwriting	<ul style="list-style-type: none"> To increasingly use the diagonal and horizontal strokes that are needed to join letters, and begin to understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant and that lines of writing are spaced 	<ul style="list-style-type: none"> To use the diagonal and horizontal strokes that are needed to join letters, and understand which letters, when adjacent to each other, are best left unjoined. Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines are spaced sufficiently so that the ascenders and descenders do not touch. 	<ul style="list-style-type: none"> Write increasingly legibly, fluently and with increasing speed, through improving choices of which shape of a letter to use when given choices, and deciding whether or not to join specific letters. Write increasingly legibly, fluently, and with increasing speed, by choosing the writing implement that is best suited to the task. 	<ul style="list-style-type: none"> Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited to the task.



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	sufficiently so that ascenders and descenders do not touch.				
Writing – composition					
National Curriculum	<ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> ○ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ○ discussing and recording ideas • draft and write by: <ul style="list-style-type: none"> ○ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 ○ organising paragraphs around a theme ○ in narratives, creating settings, characters and plot ○ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] • evaluate and edit by: <ul style="list-style-type: none"> ○ assessing the effectiveness of their own and others’ writing and suggesting improvements 		<ul style="list-style-type: none"> • plan their writing by: <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • draft and write by: <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and 		



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	<ul style="list-style-type: none"> ○ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ● proofread for spelling and punctuation errors ● read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 		<p>to guide the reader [for example, headings, bullet points, underlining]</p> <ul style="list-style-type: none"> ● evaluate and edit by: <ul style="list-style-type: none"> ● assessing the effectiveness of their own and others' writing ● proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ● ensuring the consistent and correct use of tense throughout a piece of writing ● ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register ● proofread for spelling and punctuation errors ● perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	
	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Planning	<ul style="list-style-type: none"> ● Plan writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its 	<ul style="list-style-type: none"> ● Plan writing by discussing writing similar to that which they are planning to write, in order to understand and learn from its structure, 	<ul style="list-style-type: none"> ● Plan writing by identifying the audience for, and the purpose of the writing, using other similar writing as models for his/her own ● Plan his/her writing by noting and developing 	<ul style="list-style-type: none"> ● Plan writing by identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for his/her own



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	<p>structure and vocabulary.</p> <ul style="list-style-type: none"> Plan writing by discussing and recording ideas within a given structure. 	<p>vocabulary and grammar.</p> <ul style="list-style-type: none"> Plan writing by discussing and recording ideas. 	<p>initial ideas, drawing on reading where necessary</p> <ul style="list-style-type: none"> Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed. 	<ul style="list-style-type: none"> Plan writing by noting and developing initial ideas, drawing on reading and research where necessary Plan writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed.
Draft	<ul style="list-style-type: none"> Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentence structures from English appendix 2 Draft and write by organising writing into paragraphs as a 	<ul style="list-style-type: none"> Draft writing by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures with reference to English appendix 2 Draft and write by organising paragraphs around a theme Draft and write in narratives, creating 	<ul style="list-style-type: none"> Draft and write by selecting appropriate grammar and vocabulary including that within Appendix 2 (capital letters, full stops, question marks, exclamation marks, commas, apostrophes, brackets and hyphens correctly) Draft and write narratives, describe settings, characters and atmosphere, and 	<ul style="list-style-type: none"> Draft and write by selecting appropriate grammar and vocabulary, including that within English Appendix 2, understanding how such choices can change and enhance meaning Draft and write narratives, describe settings, characters and atmosphere and integrating dialogue to



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	<p>way of grouping related material</p> <ul style="list-style-type: none"> • Draft and write in narratives, creating settings, characters and plots • Draft and write non-narrative material, using headings and sub-headings to organise texts 	<p>settings, characters and plot with consideration for the audience and purpose</p> <ul style="list-style-type: none"> • Draft and write non-narrative material, using simple organisational devices 	<p>integrating dialogue to convey character.</p> <ul style="list-style-type: none"> • Draft and write by precisising longer passages • Draft and write by using devices to build cohesion within a paragraph e.g. then, after that, this, firstly • Draft and write by linking ideas across paragraphs using adverbials of time e.hg. later; place e.g. nearby; and number e.g. secondly or tense choices ;e.g. he had seen her before • Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining 	<p>convey character and advance the action</p> <ul style="list-style-type: none"> • Draft and write by accurately precisising longer passages. • Draft and write by linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections and ellipsis • Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables.
Evaluate and edit	<ul style="list-style-type: none"> • Evaluate and edit by assessing the effectiveness of 	<ul style="list-style-type: none"> • Evaluate and edit by assessing the effectiveness of their own and others' 	<ul style="list-style-type: none"> • Evaluate and edit by assessing the effectiveness of his/her own and others' writing 	<ul style="list-style-type: none"> • Evaluate and edit by assessing the effectiveness of their



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	<p>his/her own writing</p> <ul style="list-style-type: none"> Evaluate and edit by proposing changes 	<p>writing and suggesting improvements</p> <ul style="list-style-type: none"> Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials. 	<ul style="list-style-type: none"> Evaluate and edit by proposing changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning. Use Appendix 2. Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing. 	<p>own and others' writing with reasoning</p> <ul style="list-style-type: none"> Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning with reference to English Appendix 2 Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
Proof read	<ul style="list-style-type: none"> Proof read for spelling errors and for punctuation – including full stop, apostrophe, 	<ul style="list-style-type: none"> Proof-reading for spelling and punctuation errors, including the use of the apostrophe for possession, speech 	<ul style="list-style-type: none"> Proof-read for spelling errors linked to spelling statements for Year 5. Proof-read for punctuation errors, including use of 	<ul style="list-style-type: none"> Proof-read for spelling errors linked to spelling statements for Year 6 Proof reading for punctuation errors, including use of semi-



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	comma, question mark, exclamation marks and inverted commas for speech	punctuation and the use of the comma for fronted adverbials	brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.	colons, colons, dashes, punctuation of bullet points in lists, and use of hyphens.
Perform	<ul style="list-style-type: none"> Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> Confidently read own writing aloud, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear. 	<ul style="list-style-type: none"> Confidently perform own compositions, using appropriate intonation, volume and movement so that meaning is clear.
Writing - vocabulary, grammar and punctuation				
National curriculum	<ul style="list-style-type: none"> develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using the present perfect form of verbs in contrast to the past tense 		<ul style="list-style-type: none"> develop their understanding of the concepts set out in English appendix 2 by: <ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause using expanded noun phrases to convey complicated information concisely 	



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	<ul style="list-style-type: none"> • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • using conjunctions, adverbs and prepositions to express time and cause • using fronted adverbials • learning the grammar for years 3 and 4 in [English appendix 2]/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf) • indicate grammatical and other features by: <ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with plural nouns • using and punctuating direct speech • use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading 		<ul style="list-style-type: none"> • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • learning the grammar for years 5 and 6 in English appendix 2 • indicate grammatical and other features by: <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using hyphens to avoid ambiguity • using brackets, dashes or commas to indicate parenthesis • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list • punctuating bullet points consistently • use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading 	
	Year 3	Year 4	Year 5	Year 6



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	<ul style="list-style-type: none">• Form nouns using a range of prefixes e.g. super-, anti-, auto-.• Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box.• Identify word families based on common root words e.g. solve, solution, solver, dissolve, insoluble.• Express time, place and cause using conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of.• Begin to use paragraphs as a way to group related material.	<ul style="list-style-type: none">• Understand the grammatical difference between the plural and the possessive -s.• Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done.• Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to: 'the strict maths teacher with curly hair'.• Use fronted adverbials e.g. Later that day, I heard the bad news.• Use paragraphs to organise ideas around a theme.• Make the appropriate choice of pronoun or	<ul style="list-style-type: none">• Convert nouns or adjectives into verbs using suffixes e.g. -ate, -ise, -ify.• Understand verb prefixes e.g. dis-, de-, mis-, over- and re-.• Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.• Indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.• Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.• Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, and number e.g. secondly, or tense choices e.g. he had seen her before.	<ul style="list-style-type: none">• Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter.• Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little.• Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).• Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of
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	<ul style="list-style-type: none">• Use headings and sub-headings to aid presentation.• Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play.• Begin to use inverted commas to punctuate direct speech.• Understand the following terminology: Preposition, conjunction. Word family, prefix. Clause, subordinate clause. Direct speech. Consonant, consonant letter vowel, vowel letter. Inverted commas (or speech marks).	<p>noun, within and across sentences, to aid cohesion and avoid repetition.</p> <ul style="list-style-type: none">• Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause, end punctuation within inverted commas: The conductor shouted, 'Sit down!'.• Use apostrophes to mark plural possession e.g. the girl's name, the girls' names.• Use commas after fronted adverbials.• Understand the following terminology: determiner, pronoun, possessive pronoun, adverbial.	<ul style="list-style-type: none">• Use brackets, dashes or commas to indicate parenthesis.• Use commas to clarify meaning or avoid ambiguity.• Understand the following terminology: Modal verb, relative pronoun. Relative clause. Parenthesis, bracket, dash. Cohesion, ambiguity.•	<p>question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech.</p> <ul style="list-style-type: none">• Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence, and ellipsis.• Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text.• Use the semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's raining; I'm fed up.
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				<ul style="list-style-type: none">• Use the colon to introduce a list and use semi-colons within lists.• Use bullet points to list information• Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover.• Understand the following terminology: Subject, object. Active, passive. Synonym, antonym. Ellipsis, hyphen, colon, semi-colon, bullet points.
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Writing Progression of skills

TAFS: KS1

Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words*
- 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.



Writing Progression of skills

Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words*
- form 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.

Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words*
- add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)*
- use the diagonal and horizontal strokes needed to join some letters.



Writing Progression of skills

TAFS KS2:

Working towards the expected standard

The pupil can:

- write for a range of purposes
- use paragraphs to organise ideas
- in narratives, describe settings and characters
- in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)
- use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly
- spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list*
- write legibly.¹

* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.



Writing Progression of skills

Working at the expected standard

The pupil can:

- write effectively for a range of purposes and audiences, selecting 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)
- in narratives, describe settings, characters and atmosphere
- integrate dialogue in narratives to convey character and advance the action
- 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 (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- use verb tenses consistently and correctly throughout their writing
- use the range of punctuation taught at key stage 2 mostly correctly[^] (e.g. inverted commas and other punctuation to indicate direct speech)
- 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
- maintain legibility in joined handwriting when writing at speed.²

Working at greater depth

The pupil can:

- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
- distinguish between the language of speech and writing³ and choose the appropriate register
- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this
- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]

[There are no additional statements for spelling or handwriting]



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- ² The national curriculum states that pupils should be 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 unjoined'.
- ³ Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.
- * These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to spell.
- ^ This relates to punctuation taught in the national curriculum, which is detailed in the grammar and punctuation appendix to the national curriculum (English Appendix 2). Pupils are expected to be able to use the range of punctuation shown here in their writing, but this does not mean that every single punctuation mark must be evident.