



Progression in Writing Skills at Hartford Primary

Early Years

As the children are transitioning into Year 1, they should be able to:

- Give meaning to the marks as they draw, write and paint
- Hear and say the initial sounds in words
- Link sounds to letters, naming and sounding the letters of the alphabet
- Use some clearly identifiable letters to communicate meaning representing some sounds currently and in sequence
- Write labels
- Begin to break the flow of speech into words
- Hear and say the initial sound in words
- Link sounds to letters, naming and sounding the letters of the alphabet
- Write labels and captions
- Write CVC words
- Begin to break the flow of speech into words
- Write labels and captions
- Attempts to write short sentences in meaningful contexts
- Use phonic knowledge to write words in way which match their spoken sounds
- Spell some common irregular words
- Write CVC words
- Attempts to write short sentences in meaningful contexts
- Use phonic knowledge to write words in ways which match spoken sounds

- Apply taught digraphs into writing
- Use phonic knowledge to write words in ways which match spoken sounds
- Spell some common irregular words
- Write simple sentences which can be read by themselves and others
- Apply taught digraphs and trigraphs into writing
- Begin to write words with adjacent consonants
- Use phonic knowledge to write words in ways which match spoken sounds
- Spell some common irregular words
- Write simple sentences which can be read by themselves and others
- Write phonetically plausible words
- Use key features of narrative in own writing (EXC)
- Have an awareness of a capital letter and full stop when writing a simple sentence

Year 1

By the end of Year 1, children will be expected to sequence sentences to write short narratives based on fictional and real experiences using the following skills:

- Growing accuracy when writing in the past tense
- Mostly accurate use of present tense when writing
- Use 'and' to join clauses
- Use 'and' to join words
- Use some simple description
- Begin to link ideas or events by subject and/or pronoun
- Write short narratives ensuring that many sentences are sequenced accurately
- Some use of full stops and capital letters
- Begin to use exclamation marks
- Begin to use question marks

- Use capital letters for names of people and places
- Use capital letters for days of the week
- Use a capital letter for the personal pronoun 'I'
- Some words containing previously taught phonemes are spelt with some accuracy
- Phonetically plausible attempts are made to spell words that have not yet been learnt
- Spell common exception words at WTS standard
- Some common exception words are spelt accurately (e.g. Letters and Sounds Phase 4&5)
- Apply prefix -un with growing accuracy for both verbs and adverbs
- Many suffixes applied with accuracy e.g. -ed/-ing/ -er/ -est/where no change is needed to the root word, -s/-es for nouns and verbs
- Spell days of the week accurately
- Leave spaces between words
- Some lower-case letters are formed accurately, starting and finishing in the correct place
- Form digits 0-9 mostly accurately
- Understand which letters belong to which handwriting families
- Hold a pencil comfortably and correctly
- Sit correctly at a table
- Check written work makes sense through re-reading with other pupils and the teacher
- Read work aloud clearly

Year 2

By the end of Year 2, children will be expected to, after discussion with the teacher, write simple, coherent narratives about personal experiences and those of others (real and fictional) using the following skills:

- Use past and present tense mostly correctly throughout writing
- Use of verbs to mark action in progress
- Use co-ordination (and, or, but) to join clauses

- Some use of subordination (when, if, that, because) to join clauses
- Use expanded noun phrases to add description and detail
- Use -ly to turn adjectives into adverbs e.g. slow to slowly
- Adverbs and subordinate clauses used to support sequence of events/ ideas e.g. suddenly, quickly, when it was dinner time
- Evidence of a sequence of connected events
- Use pronouns to extend and link sentences
- Write statements, questions, exclamations and commands appropriately
- Demarcate most sentences in writing with capital letters and full stops (including proper nouns)
- Use question marks correctly when required
- Some use of exclamation marks for effect
- Some use of commas to separate items in lists
- Some apostrophes for simple contracted forms
- Begin to use apostrophes for singular possession in nouns
- Segment spoken words into phonemes and represent these by graphemes, spelling many of these correctly and making phonically plausible attempts at others
- Usually accurate spelling of simple monosyllabic and polysyllabic words including high frequency homophones (e.g. to, too, two/ there, they're, their/ floated/ many/ coat)
- Spell many common exception words (refer to spelling appendix or phonics programme) • Some accurate use of suffixes to correctly spell words e.g. -ing, -ed, -er, -est, -y where change is needed to the root of the word (running, happily, making, dancer, sweetest)
- Some words with contracted forms are spelt correctly
- 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
- Write with increasing fluency and stamina
- Begin to make simple additions, revisions and corrections:
 - Re-read and evaluate writing checking for meaning and tense form

- Proof-read writing (some prompting may be required)

Year 3

By the end of Year 3, children will be expected to have the opportunity to write for a range of real purposes and audiences. These purposes and audiences should underpin the decisions about the form the writing should take and should use the following skills:

- Use past and present tense consistently
- Confident use of progressive form of verbs
- Some use of the present perfect form of verbs
- Use a wider variety of conjunctions to join clauses (when, before, after, while, so, because)
- Effective use of statements, exclamations, questions and commands
- Expanded noun phrases used to add description and detail
- Use a varied and rich vocabulary
- Adverbs and prepositions to express time, place and cause
- Write a full sequence of events (dilemma/conflict/resolution)
- Sequence ideas or events:
 - Maintaining form e.g. bullet points, headings
 - Using adverbs and prepositions
- Use pronouns to extend and link sentences
- Select relevant content
- In non-narrative material, group related ideas in paragraphs
- In narrative write an opening paragraph and further paragraphs for each stage
- Mostly accurate use of full stops and capital letters, exclamation and question marks, commas to separate items in a list
- Mostly accurate use of apostrophes for contracted forms and possession
- Some use of inverted commas to punctuate direct speech
- Most KS1 common exception words are spelt correctly

- Full range of spelling rules and patterns in appendix 1 for Y1/2
- Some accurate spelling of words from the Y3/4 word list and some accurate use of prefixes/suffixes and homophones in Y3/4 spelling appendix
- Use a/an accurately
- Evaluate and edit by assessing the effectiveness of their own and others' writing and proposing changes to grammar and vocabulary
- Proof-read for spelling and punctuation errors

Year 4

By the end of Year 4, children will be expected to have the opportunity to write for a range of real purposes and audiences. These purposes and audiences should underpin the decisions about the form the writing should take. The children are expected to use the following skills:

- Use a variety of verb forms correctly and consistently (past and present tense, progressive and present perfect)
- Use Standard English forms for verb inflections (we were instead of we was)
- Extend the range of sentences with more than one clause by using a wider range of conjunctions (when, if, because, although)
- Use fronted adverbials to vary sentence structure (time, place and cause/manner)
- Use of expanded noun phrases expanded by the addition of modifying adjectives, nouns and prepositions
- Use of a varied and rich vocabulary
- Develop settings using expanded noun phrases and fronted adverbials
- Use descriptions and speech to build a character and evoke a response
- Use fronted adverbials to connect and introduce paragraphs
- Some use of determiners to give more detail about nouns
- Avoid repetition through choice of noun or pronoun
- Create characters, settings and plot in narrative
- Use paragraphs to organise information and ideas around a theme
- Use paragraphs to organise and sequence more extended narratives
- Use organisational devices including headings and subheadings

- Mostly accurate use of full stops and capital letters, exclamation and question marks, commas to separate items in a list, apostrophes for contracted forms and possession
- Mostly accurate use of Y4 punctuation: commas after fronted adverbials and inverted commas for direct speech
- Some accurate use of other punctuation to indicate direct speech and possessive apostrophes for plural nouns
- Full range of spelling rules in Appendix 1 for Y3/4 are mostly accurate
- Mostly accurate spelling of words from the Y3/4 word list
- Join handwriting throughout independent writing using diagonal and horizontal strokes with greater fluency
- Evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation
- Proof-read for spelling and punctuation errors

Year 5

By the end of Year 5, pupils are expected to write for a range of purposes and audiences, demonstrating selection of content and use of the appropriate form using the following skills:

- Use a variety of verb forms correctly and consistently (simple past and present tense, progressive and present perfect form of verbs)
- Use Standard English forms for verb inflections instead of local forms (e.g. we were instead of we was)
- Use modal verbs to indicate degrees of possibility
- Adapt sentence length and vocabulary to change and enhance meaning
- Use relative clauses and parenthesis appropriately e.g. bracketed information in non-narrative, commas around relative clauses when adding detail in narrative
- Use expanded noun phrases, adverbs, determiners and preposition phrases to convey complicated information concisely
- Use relative clauses to add detail or description (who, which, where, when, whose, that or an omitted relative pronoun)
- Use adverbs to indicate degrees of possibility
- Use a wide range of devices to build cohesion within a paragraph: adverbs and adverbials (then, after that, this, firstly), tense choices, and a variety of nouns, pronouns and determiners to avoid repetition
- Link across paragraphs using adverbs and adverbial phrases (time, place and number); a variety of nouns, synonyms, pronouns and determiners; and tense choices (He had seen her before)

- Use paragraphs to organise more complex information and theme
- In narrative, use paragraphs to organise and sequence more extended narrative structures (organise settings, characters, events and atmosphere)
- Mostly accurate use of punctuation at year 4 standard: full stops, capital letters, exclamation marks, question marks, commas in lists, commas after fronted adverbials, inverted commas and speech punctuation, apostrophes for contraction and apostrophes for singular possession
- Some accurate use of Y5 punctuation: brackets, dashes and commas to indicate parenthesis and commas to clarify meaning or avoid ambiguity
- Application of full range of spelling rules and patterns in Appendix 1 for years 3/4 and mostly accurate spelling of words from the year 3/4 word list
- Some accurate spelling of words from the year 5/6 word list and rules/patterns from Appendix list 1
- Evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation, including use of tense and subject-verb agreement
- Proof-read for spelling and punctuation errors

Year 6

By the end of Year 6, children will be expected to write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader and use the following skills:

- Verb forms used consistently and correctly (e.g. simple past, progressive, present perfect form of verbs)
- Mostly appropriate use of modal verbs to indicate degrees of possibility, probability and certainty
- Use passive voice, where appropriate, to affect how information is presented
- Adapt sentence length and vocabulary to change and enhance meaning including use of a wide range of conjunctions
- Relative clauses using a wide range of relative pronouns (who, which, where, when, whose, that) or an omitted pronoun to clarify and explain relationships between ideas
- Make appropriate choices of vocabulary and grammar to suit both formal and informal situations
- Expanded noun phrases, adverbs and prepositions to convey complicated information concisely and to add detail
- Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel
- Integrate dialogue in narratives to convey character and advance the action
- Use a range of devices to build cohesion (adverbials of time and place, pronouns, nouns and synonyms, conjunctions)
- Use of appropriate choice of tense to support whole text cohesion and coherence

- Use paragraphs to develop and expand some ideas, descriptions, themes or events in depth
- Use a range of organisational and presentational devices, including the use of columns, bullet points, underlining and tables, to guide the reader
- Use a range of punctuation mostly correctly including brackets or commas to indicate parenthesis, commas to clarify meaning or avoid ambiguity and inverted commas and other punctuation to indicate speech
- Some accurate use of colons to introduce lists and semi-colons to separate items within lists, colons and semi-colons to make the boundary between independent clauses, dashes to indicate parenthesis and hyphens to avoid ambiguity and consistent punctuation of bullet point
- The full range of spelling rules and patterns as listed in Appendix 1 for years 5 and 6 are applied mostly accurately
- Spell correctly most words from the Year 5/Year 6 spelling list
- Use a dictionary to check the spelling of uncommon or more ambitious vocabulary
- Evaluate and edit writing according to purpose considering the effectiveness of word choice, grammar and punctuation, including use of tense, subject-verb agreement and register
- Proof-read for spelling and punctuation errors