

Writing Progression Sheet

	0.5	F	F.5	1	1.5	2
Punctuation	write spoken sounds & words using letters of the alphabet & punctuation	experimentation with capital letters & full stops	use of common punctuation correctly including full stops, ? & !	use capital letters & full stops	identify & use punctuation, including full stops, ?, !, commas & capital letters	use punctuation accurately
Spelling	generate new words by changing an onset or rime	evidence of sound & letter knowledge	recognise & use some morphemes in word families to spell unfamiliar words, eg 'play' in 'played' & 'playing'	accurately spell words with regular spelling patterns &	spell words correctly, using knowledge of sound-letter patterns, visual memory & syllabification	accurately spell familiar words & attempt to spell less familiar words
Sentences & clause level grammar	use sentences as the key unit for expressing their ideas					
Creating literary texts	retell a range of familiar literary texts through performance, use of illustrations or images	students use familiar words & phrases & images to convey ideas	recreate texts imaginatively using a selection of drawing, writing, performance & digital forms of communication	provide details about ideas or events	create imaginative reconstructions of stories & poetry using a range of print & digital media	create texts that show how images support the meaning of the text
Creating texts	communicate ideas & events in written texts		write one or more sentences for an imaginative or informative purpose, & using sentence-level grammar		sequence content according to the text structure	
Creating texts	apply concepts about print in their writing, eg left to right, top to				select language features, eg simple & compound sentences, to express & combine ideas appropriate to audience & purpose	
Creating texts & Use of software			use illustrations & diagrams that support the intended meaning of writing		use vocabulary, including technical vocabulary, appropriate to text type & purpose	
Editing	read back from their own writing to check that it communicates what they intended		add or delete words to improve meaning, eg adding an adjective to a noun		use strategies to reread, revise & edit writing for spelling, punctuation &/or text structure, eg reading aloud, use of feedback from others	
Handwriting	produce some lower & upper case letters using learned formations	correctly form known upper- & lower-case letters	write words legibly, using unjoined print script of consistent size, using appropriate pencil grip	correctly form all upper- & lower-case letters		write unjoined upper- & lower-case letters

Writing Progression Sheet

	F.5	1	1.5	2	2.5	3
Punctuation	use of common punctuation correctly including full stops, ? & !	use capital letters & full stops	identify & use punctuation, including full stops, ?, !, commas & capital letters	use punctuation accurately	know that contractions are a feature of informal language	choose punctuation appropriate to the purpose and context of their writing
Spelling	recognise & use some morphemes in word families to spell unfamiliar words, eg 'play' in 'played' & 'playing'	accurately spell words with regular spelling patterns &	spell words correctly, using knowledge of sound-letter patterns, visual memory & syllabification	accurately spell familiar words & attempt to spell less familiar words	use knowledge of a range of spelling rules, including compound words, prefixes, suffixes, morphemes & sound-letter relationships	use knowledge of sounds and high frequency words to spell words accurately
Vocabulary						choose vocabulary appropriate to the purpose & context of their writing
Word level grammar					use verbs to represent different processes (doing, thinking, saying, & relating)	demonstrate understanding of grammar
Sentences & clause level grammar					write sentences in which the subject & verb are in agreement	
Creating literary texts	recreate texts imaginatively using a selection of drawing, writing, performance & digital forms of communication	provide details about ideas or events	create imaginative reconstructions of stories & poetry using a range of print & digital media	create texts that show how images support the meaning of the text	use action & saying verbs in narrative texts to give information about what characters do & say, & sensing verbs to allow readers to know what characters think & feel	include writing & images to express & develop in some detail experiences, events, information, ideas & characters
Creating texts	write one or more sentences for an imaginative or informative purpose, & using sentence-level grammar		sequence content according to the text structure		create sequenced imaginative, informative & persuasive texts in print & multimodal forms, selecting an appropriate text structure for the purpose, eg paragraphs	
Creating texts			select language features, eg simple & compound sentences, to express & combine ideas appropriate to audience & purpose		use simple, compound & complex sentences to express & combine ideas	
Creating texts & Use of software	use illustrations & diagrams that support the intended meaning of writing		use vocabulary, including technical vocabulary, appropriate to text type & purpose			
Editing	add or delete words to improve meaning, eg adding an adjective to a noun		use strategies to reread, revise & edit writing for spelling, punctuation &/or text structure, eg reading aloud, use of feedback from others			checking their work for meaning
Handwriting	write words legibly, using unjoined print script of consistent size, using appropriate pencil grip	correctly form all upper- & lower-case letters		write unjoined upper- & lower-case letters		write using consistently sized joined letters

Writing Progression Sheet						
	1.5	2	2.5	3	3.5	4
Punctuation	identify & use punctuation, including full stops, ?, !, commas & capital letters	use punctuation accurately	know that contractions are a feature of informal language	choose punctuation appropriate to the purpose and context of their writing	use quotation marks to correctly signal dialogue, titles or quoted (direct) speech	use accurate punctuation
Spelling	spell words correctly, using knowledge of sound–letter patterns, visual memory & syllabification	accurately spell familiar words & attempt to spell less familiar words	use knowledge of a range of spelling rules, including compound words, prefixes, suffixes, morphemes & sound-letter relationships	use knowledge of sounds and high frequency words to spell words accurately	use a range of strategies for spelling words, eg spelling rules, knowledge of morphemic word families, spelling generalisations, & letter combinations including double letters	use accurate spelling
Vocabulary				choose vocabulary appropriate to the purpose & context of their writing		select vocabulary from a range of resources
Word level			use verbs to represent different processes (doing, thinking, saying, & relating)	demonstrate understanding of grammar		demonstrate understanding of grammar
Sentences & clause grammar			write sentences in which the subject & verb are in agreement			
Texts cohesion					use linking devices, eg, using pronouns to refer back to noun groups/ phrases	use language features to create coherence and add detail to their texts
Creating literary texts	create imaginative reconstructions of stories & poetry using a range of print & digital media	create texts that show how images support the meaning of the text	use action & saying verbs in narrative texts to give information about what characters do & say, & sensing verbs to allow readers to know what characters think & feel	include writing and images to express & develop in some detail experiences, events, information, ideas & characters	experiment with a range of devices & deliberate word play in poetry & other literary texts, eg nonsense words, spoonerisms, neologisms & puns	create texts that show understanding of how images and detail can be used to extend key ideas
Creating texts	sequence content according to the text structure		create sequenced imaginative, informative & persuasive texts in print & multimodal forms, selecting an appropriate text structure for the purpose, eg paragraphs		create imaginative, informative & persuasive texts for a widening range of audiences demonstrating increasing control over text structures & language features	create structured texts to explain ideas for different audiences
Creating texts	select language features, eg simple & compound sentences, to express & combine ideas appropriate to audience & purpose		use simple, compound & complex sentences to express & combine ideas		create texts that take account of the needs & interests of familiar & some unfamiliar audiences	understand how to express an opinion based on information in a text
Creating texts & Use of software	use vocabulary, including technical vocabulary, appropriate to text type & purpose				use a range of software to combine print, audio & visual elements to construct & publish texts	
Editing	use strategies to reread, revise & edit writing for spelling, punctuation &/or text structure, eg reading aloud, use of feedback from others			checking their work for meaning		editing their work to improve meaning
Handwriting		write unjoined upper- & lower-case letters		write using consistently sized joined letters	write using correctly-formed joined letters that have been taught, eg joining to ascenders & descenders, with increased fluency & automaticity	

Writing Progression Sheet						
	2.5	3	3.5	4	4.5	5
Punctuation	know that contractions are a feature of informal language	choose punctuation appropriate to the purpose and context of their writing	use quotation marks to correctly signal dialogue, titles or quoted (direct) speech	use accurate punctuation	form the possessive by adding just the apostrophe to regular plural nouns ending in 's'	use accurate punctuation
Spelling	use knowledge of a range of spelling rules, including compound words, prefixes, suffixes, morphemes & sound-letter relationships	use knowledge of sounds and high frequency words to spell words accurately	use a range of strategies for spelling words, eg spelling rules, knowledge of morphemic word families, spelling generalisations, & letter combinations including double letters	use accurate spelling		use accurate spelling
Vocabulary		choose vocabulary appropriate to the purpose & context of their writing		select vocabulary from a range of resources	use vocabulary to create precise meaning, & select words appropriate to the context	select specific vocabulary
Word level grammar	use verbs to represent different processes (doing, thinking, saying, & relating)	demonstrate understanding of grammar		demonstrate understanding of grammar	use noun groups to provide a fuller description of a person, place, thing or idea appropriate to the purpose & audience	demonstrate understanding of grammar
Sentences & clause grammar	write sentences in which the subject & verb are in agreement					use language features to show how ideas can be extended
Texts cohesion			use linking devices, eg, using pronouns to refer back to noun groups/ phrases	use language features to create coherence and add detail to their texts		
Creating literary texts	use action & saying verbs in narrative texts to give information about what characters do & say, & sensing verbs to allow readers to know what characters think & feel	include writing and images to express & develop in some detail experiences, events, information, ideas & characters	experiment with a range of devices & deliberate word play in poetry & other literary texts, eg nonsense words, spoonerisms, neologisms & puns	create texts that show understanding of how images and detail can be used to extend key ideas	create literary text using settings or characters that draw on the worlds from texts students have experienced or read in class	
Creating texts	create sequenced imaginative, informative & persuasive texts in print & multimodal forms, selecting an appropriate text structure for the purpose, eg paragraphs		create imaginative, informative & persuasive texts for a widening range of audiences demonstrating increasing control over text structures & language features	create structured texts to explain ideas for different audiences	plan, draft & publish a selection of imaginative, informative & persuasive print & multimodal texts, choosing texts structures & language features appropriate to purpose & audience	create a variety of sequenced texts for different purposes and audiences
Creating texts	use simple, compound & complex sentences to express & combine ideas		create texts that take account of the needs & interests of familiar & some unfamiliar audiences	understand how to express an opinion based on information in a text		develop and explain a point of view about a text
Creating texts & Use of software			use a range of software to combine print, audio & visual elements to construct & publish texts			
Editing		checking their work for meaning		editing their work to improve meaning	develop agreed criteria for text structure & language features to edit own & others' work	editing their work to provide structure and meaning
Handwriting		write using consistently sized joined letters	write using correctly-formed joined letters that have been taught, eg joining to ascenders & descenders, with increased fluency & automaticity			

Writing Progression Sheet						
	3.5	4	4.5	5	5.5	6
Punctuation	use quotation marks to correctly signal dialogue, titles or quoted (direct) speech	use accurate punctuation	form the possessive by adding just the apostrophe to regular plural nouns ending in 's'	use accurate punctuation		use punctuation for clarity
Spelling	use a range of strategies for spelling words, eg spelling rules, knowledge of morphemic word families, spelling generalisations, & letter combinations including double letters	use accurate spelling		use accurate spelling	use of a selection of banks of known words, word origins, base words, suffixes & prefixes, morphemes, spelling patterns & generalisations to learn & spell new words	use, accurate spelling
Vocabulary		select vocabulary from a range of resources	use vocabulary to create precise meaning, & select words appropriate to the context	select specific vocabulary	select vocabulary to express shades of meaning, feeling or opinion	make considered choices from an expanding vocabulary
Word level grammar		demonstrate understanding of grammar	use noun groups to provide a fuller description of a person, place, thing or idea appropriate to the purpose & audience	demonstrate understanding of grammar		demonstrate understanding of grammar
Sentences & clause level grammar				use language features to show how ideas can be extended	use the subordinate clause in complex sentences to elaborate, extend or explain ideas	understand how language features & language patterns can be used for emphasis
Texts cohesion	use linking devices, eg, using pronouns to refer back to noun groups/ phrases	use language features to create coherence and add detail to their texts			use either omission or substitution to create cohesive links in texts	explain how their choices of language features and images are used
Creating literary texts	experiment with a range of devices & deliberate word play in poetry & other literary texts, eg nonsense words, spoonerisms, neologisms & puns	create texts that show understanding of how images and detail can be used to extend key ideas	create literary text using settings or characters that draw on the worlds from texts students have experienced or read in class			create detailed texts elaborating upon key ideas for a range of purposes and audiences
Creating texts	create imaginative, informative & persuasive texts for a widening range of audiences demonstrating increasing control over text structures & language features	create structured texts to explain ideas for different audiences	plan, draft & publish a selection of imaginative, informative & persuasive print & multimodal texts, choosing texts structures & language features appropriate to purpose & audience	create a variety of sequenced texts for different purposes and audiences	plan, draft & publish a range of texts appropriate to purpose & audience, choosing & experimenting with text structures, language features, images or digital resources	
Creating texts	create texts that take account of the needs & interests of familiar & some unfamiliar audiences	understand how to express an opinion based on information in a text		develop and explain a point of view about a text		show how specific details can be used to support a point of view
Creating texts & Use of software	use a range of software to combine print, audio & visual elements to construct & publish texts					
Editing		editing their work to improve meaning	develop agreed criteria for text structure & language features to edit own & others' work	editing their work to provide structure and meaning		make and explain editorial choices
Handwriting	write using correctly-formed joined letters that have been taught, eg joining to ascenders & descenders, with increased fluency & automaticity					

Writing Progression Sheet						
	4.5	5	5.5	6	6.5	7
Punctuation	form the possessive by adding just the apostrophe to regular plural nouns ending in 's'	use accurate punctuation		use punctuation for clarity		use accurate punctuation
Spelling		use accurate spelling	use of a selection of banks of known words, word origins, base words, suffixes & prefixes, morphemes, spelling patterns & generalisations to learn & spell new words	use, accurate spelling		use accurate spelling
Vocabulary	use vocabulary to create precise meaning, & select words appropriate to the context	select specific vocabulary	select vocabulary to express shades of meaning, feeling or opinion	make considered choices from an expanding vocabulary		use a variety of more specialised vocabulary
Word level grammar	use noun groups to provide a fuller description of a person, place, thing or idea appropriate to the purpose & audience	demonstrate understanding of grammar		demonstrate understanding of grammar	use a selection of modal verbs, adverbs, adjectives & nouns to achieve a sense of certainty, probability & obligation	demonstrate understanding of grammar
Sentences & clause level grammar		use language features to show how ideas can be extended	use the subordinate clause in complex sentences to elaborate, extend or explain ideas	understand how language features & language patterns can be used for emphasis	expand noun groups, including through the use of embedded subordinate clauses	understand how the selection of a variety of language features can influence an audience
Texts cohesion			use either omission or substitution to create cohesive links in texts	explain how their choices of language features and images are used	use a selection of devices to create text structure eg overviews, initial and concluding paragraphs & topic sentences, indexes or site maps or breadcrumb trails for online texts	create texts showing how language features, text structures, & images from other texts can be combined for effect
Creating literary texts	create literary text using settings or characters that draw on the worlds from texts students have experienced or read in class			create detailed texts elaborating upon key ideas for a range of purposes and audiences	create literary texts that adapt stylistic features encountered in a range of other texts studied, eg narrative viewpoint, structure of stanzas, contrast & juxtaposition	understand how to draw on personal knowledge, textual analysis & other sources to express or challenge a point of view
Creating texts	plan, draft & publish a selection of imaginative, informative & persuasive print & multimodal texts, choosing texts structures & language features appropriate to purpose & audience	create a variety of sequenced texts for different purposes and audiences	plan, draft & publish a range of texts appropriate to purpose & audience, choosing & experimenting with text structures, language features, images or digital resources		plan, draft & publish a range of imaginative, informative & persuasive texts, selecting aspects of subject matter & particular language, visual, and audio features to convey information & ideas	create structured and coherent texts for a range of purposes and audiences
Creating texts		develop and explain a point of view about a text		show how specific details can be used to support a point of view		
Creating texts & Use of software						
Editing	develop agreed criteria for text structure & language features to edit own & others' work	editing their work to provide structure and meaning		make and explain editorial choices	use of a range of strategies to edit for meaning, eg removing repetition, refining ideas, reordering sentences & adding or substituting words for impact	
Handwriting						

