

Writing Progression: EYFS

Working Towards the Expected Standard (Emerging 30 to 50 months)

I can sometimes talk about what I have drawn or painted.						
I can understand and talk about marks I see around me.						

Working Towards the Expected Standard (Emerging 40 to 60+ months)

I can understand and talk about the marks I draw, write and paint.						
I can begin to hear the different words people use when they are speaking to me.						
I can hear a word and say the next one or two rhyming words.						
I can hear the first sound in a word.						
I can say the first sound in a word.						
I can segment sounds in simple words (e.g. c-a-t)						
I can blend sounds together to make words.						
I can link sounds to the letters that I see.						
I can name the letters of the alphabet.						
I can use letters to write what I mean.						
I can write my name.						
I can write different things (e.g. labels and captions)						
I am starting to write short sentences.						

Working at the Expected Standard

I can use my phonics to write words that make sense me and my teacher.						
I can spell some common exception words (e.g. my, the)						
I can write simple sentences.						
I can read my sentences back to myself.						
My teacher can read my sentences.						
I can spell some words correctly and others make sense to my teacher.						

Working at Exceeding

I can spell words that have more than one syllable (beats)						
I can spell a range of common exception words (E.g. they, one)						
I can use story language (E.g. Once upon a time) in my writing.						
I can use story language to make my sentences longer (E.g. first, next, then)						

Writing Progression: Year 1

Working Towards the Expected Standard

The pupil can, after discussion with the teacher:

I can sit at the table, holding a pencil comfortably and using the correct pencil grip.						
I can say out loud what I am going to write about						
I can write a single sentence demarcated with capital letters and full stops.						
I can segment many spoken words into phonemes and represent these by graphemes.						
I can spell some common exception words.						
I can begin to form lower-case letters in the correct direction, starting and finishing in the right place.						
I can spot when I have missed finger spaces.						

Working at the Expected Standard

The pupil can, after discussion with the teacher:

I can read my own writing aloud clearly to check it makes sense.						
I can orally rehearse sentences and sequence them to form short narratives or non-fiction texts.						
I can join words and clauses with the conjunction 'and'						
I can demarcate many sentences using a capital letter and a full stop, and begin to use question marks and exclamation marks.						
I can try to use adjectives (e.g. We had a <i>wonderful</i> time)						
I can use a capital letter for names of people, places, days of the week, and the personal pronoun 'I'.						
I can spell some Year 1 common exception words and the days of the week.						
I can add – s or –es to make plurals correctly (e.g. dogs, boxes)						
I can use the prefix –un (e.g. She was feeling unwell)						
I can add the suffix –ing, –ed, –er and –est to root words (e.g. farmed, tallest)						
I can form many letters and digits correctly, with some difference between upper and lower-case letters.						
I can use spaces between words.						

Working at Greater Depth

The pupil can, after discussion with the teacher, begin to write effectively and coherently for different purposes:

I can join words and clauses with a variety of coordinating conjunctions (e.g. and, but, so) and am beginning to use some subordinating (when, because)						
I can use capital letters and full stops mostly correctly.						
I can spell most Year 1 common exception words accurately and make phonetically plausible attempts at spelling unfamiliar words.						
I can form most letters correctly.						

Writing Progression: Year 2

Working Towards the Expected Standard

After discussion with the teacher:

I can write sentences that are sequenced to form a short narrative (real or fictional)						
I can demarcate some sentences with capital letters and full stops.						
I can segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically plausible attempts at others.						
I can spell some common exception words.						
I can form lower-case letters in the correct direction, starting and finishing in the right place.						
I can form lower-case letters of the correct size relative to one another in some of my writing.						
I can use spacing between words.						

Working at the Expected Standard

After discussion with the teacher:

I can write simple, coherent narratives about personal experiences and those of others (real or fictional)						
I can write about real events, recording these simply and clearly.						
I can demarcate most sentences in my writing with capital letters and full stops and use question marks correctly when required.						
I can use present and past tense mostly correctly and consistently.						
I can use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses.						
I can segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others.						
I can spell many common exception words.						
I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.						
I can use spacing between words that reflects the size of the letters.						

Working at Greater Depth

After discussion with the teacher:

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

Writing Progression: Year 3

Working Towards the Expected Standard						
I can write simple, coherent narratives.						
I can write in a range of non-narrative forms.						
I can use the range of punctuation taught up to and including Year 2 mostly correctly.						
I can use the past and present tense mostly correctly.						
I can use co-ordination (e.g. or/and/but)						
I can use subordination (e.g. if/when/if/that) to join clauses.						
I can spell many common exception words.						
I can use phonic knowledge and other knowledge of spelling to spell most KS1 words.						
I can use mostly correctly: capital letters and full stops, question marks and exclamation marks.						
I can form capital letters and lower case letter correctly.						

Working at the Expected Standard						
I can write for a range of purposes and audiences (beginning to develop an awareness of appropriate language and form)						
I can describe settings, character and plot in narrative.						
I can organise my writing into paragraphs mostly accurately.						
I can use inverted commas in direct speech.						
I can use simple layout devices in non-fiction (e.g. headings and sub-headings)						
I can use <i>a</i> or <i>an</i> correctly.						
I can use some conjunctions (e.g. and, because, when, even though), adverbs (often, quickly, very), and prepositions (e.g. next to, underneath, with) for cohesion and to add detail.						
I can use expanded noun phrases to describe and specify.						
I can use past and present tense mostly correctly (e.g. ran, wander) and begin to use present perfect verb forms (e.g. will go, have eaten)						
I can use the range of punctuation taught up to and including Year 3 mostly correctly (e.g. apostrophes for possession and commas in lists)						
I can spell correctly some words from the Year 3 and 4 spelling list.						
I can spell most Year 3 and 4 common exception words correctly.						
I can write legibly and with increasing fluency.						
I can try to use neat, joined handwriting.						

Working at Greater Depth						
I can write effectively and coherently for different purposes, drawing on my reading to inform the vocabulary and grammar of my writing.						
I can use detail and vocabulary to interest and engage the reader.						
I can improve the effect of my writing by making changes when editing (e.g. reordering sentences and adapting vocabulary)						

Writing Progression: Year 4

Working Towards the Expected Standard						
I can write for a range of purposes.						
I can organise my writing into paragraphs around a theme.						
I can describe settings and characters.						
I can use simple layout devices in non-fiction, E.g. headings and sub-headings.						
I can use coordinating conjunctions and subordinating conjunctions correctly to join clauses.						
I can use adjectives and adverbs for effect.						
I can use the range of punctuation taught up to and including Year 2 correctly.						
I can use some of the punctuation used in Year 3 and 4.						
I can spell <i>many</i> words from previous year groups and some words from the Year 3 & 4 spelling list.						
My handwriting is legible.						
Working at the Expected Standard						
I can write for a range of purposes and audiences (with an increasing awareness of appropriate language and form)						
I can describe settings, character and plot in narrative.						
I can use speech punctuation correctly most of the time.						
I can use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause)						
I can use past and present tenses correctly, including a wider range of verb forms (e.g. we were going; they have been)						
I can use commas after fronted adverbials.						
I can use possessive apostrophes correctly including with plurals. (e.g. children's toys)						
I can use standard English forms for verb inflections (e.g. we were/I did)						
I can use the range of punctuation taught up to and including Year 4 mostly correctly.						
I can spell words from learning in previous year groups and most words from the Year 3 & 4 spelling list (<i>using phonics and morphology to spell words</i>)						
I can write legibly and with increasing fluency.						
I can maintain the use of joined handwriting throughout independent writing.						
Working at Greater Depth						
I can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.						
I can develop character through description, actions and dialogue.						
I can begin to make choices about using sentences of different lengths and types e.g. relative clauses using relative pronouns						
I can improve the effect of my writing by making changes when editing (e.g. reordering sentences and adapting vocabulary)						

Writing Progression: Year 5

Working Towards the Expected Standard						
I can write for a range of purposes.						
I can use paragraphs to organise my ideas.						
I can describe characters and setting in narrative.						
I can use coordinating conjunctions (e.g. and, but, so)						
I can use a range of subordinating conjunctions (e.g. because, although, whilst, even though, whenever)						
I can use adjectives and adverbs for effect.						
I can use mostly correctly, capital letter and full stops, question marks, exclamation marks, commas for lists and apostrophe for contraction and possession.						
I can spell <i>most</i> words correctly (Year 3 & 4)						
My handwriting is legible.						

Working at the Expected Standard						
I can write for a range of purposes and audiences (mostly selecting the appropriate language to show good awareness of the reader)						
I can describe settings, character and atmosphere in narrative.						
I can use dialogue to move a narrative forward, maintaining a balance of speech and description.						
I can select vocabulary and grammatical structures that are appropriate to the audience and purpose (e.g. correct sentence types, tenses, a range of verb forms, relative clauses)						
I can use a range of devices for cohesion in most of my writing both within and across paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms).						
I can use modal verbs. E.g. can, could, should, would.						
I can use relative clauses within my sentence using a relative pronoun (e.g. who, which, where, when, whose, that)						
I can use verb tenses consistently and correctly throughout most of my writing.						
I can use commas to clarify meaning or avoid ambiguity in writing.						
I can use brackets and dashes or commas for parenthesis.						
I can try to use hyphens to avoid ambiguity.						
I can spell words from the Year 3 & 4 spelling list correctly.						
I can spell some words from the Year 5 & 6 spelling list correctly.						
I can use legible, joined handwriting.						

Working at Greater Depth						
I can choose precise and effective vocabulary, according to the purpose and audience (e.g. using passive verbs)						
I can begin to select the appropriate form and draw on what I have read as models for my own writing.						
I can begin to use the range of punctuation taught at Key Stage 2 independently (e.g. colons and semi-colons) and sentence structures to show the difference between formal and informal writing.						

Writing Progression: Year 6

Working Towards the Expected Standard						
<i>I can write for a range of purposes</i>						
I can use paragraphs to organise ideas.						
I can describe characters and settings.						
I can use simple devices to structure my writing and support the reader. (e.g. headings, sub-headings, bullet points)						
I can use mostly correctly...	Capital letters and full stops					
	Question marks					
	Commas for lists					
	Apostrophes for contraction					
I can spell <i>most</i> words correctly (Year 3 & 4)						
I can spell <i>some</i> words correctly (Year 5 & 6)						
My handwriting is legible.						

Working at the Expected Standard						
<i>I can write effectively for a range of purposes and audiences, selecting appropriate words.</i>						
I can use the correct tense consistently throughout.						
I can describe settings, characters and atmosphere in narratives.						
I can use dialogue to convey character and advance action.						
I can select vocabulary and grammatical structures that match the level of formality mostly accurately. (e.g. contracted forms in dialogue, using passive verbs, using mode verbs)						
I can use a range of devices for cohesion...	Conjunctions					
	Adverbials of time and place					
	Pronouns					
	Synonyms					
I can use verb tenses consistently and correctly through my writing.						
I can use the range of punctuations taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation used to indicate speech)						
I can spell <i>most</i> words correctly (Year 5 & 6)						
I can use a dictionary to check the spelling of tricky or adventurous words.						
I can use legible and joined handwriting.						

Working at Greater Depth						
<i>I can write effectively for a range of purposes and audiences, selecting appropriate form and drawing independently from what I have read as models for writing.</i>						
I can distinguish between the language of speech and writing and choose the appropriate register.						
I can exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.						
I can 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.						