



Progression in Writing Skills

Concept		Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
COMPOSITION	Write with purpose Understanding the purpose/purposes of a piece of writing.	- Say first and then write to tell others about ideas. - Write for a variety of purposes. - Plan by talking about ideas and writing notes. - Use some of the characteristic features of the type of writing used. - Write, review and improve.	- Use the main features of a type of writing (identified in reading). - Use techniques used by authors to create characters and settings. - Compose and rehearse sentences orally. - Plan, write, edit and improve.	- Identify the audience for writing. - Choose the appropriate form of writing using the main features identified in reading. - Note, develop and research ideas. - Plan, draft, write, edit and improve.
	Use imaginative description Developing an appreciation of how best to convey ideas through description.	- Use well-chosen adjectives to add detail. - Use names of people, places and things. - Use well-chosen adjectives. - Use nouns and pronouns for variety. - Use adverbs for extra detail.	- Create characters, settings and plots. - Use alliteration effectively. - Use similes effectively. - Use a range of descriptive phrases including some collective nouns.	- Use the techniques that authors use to create characters, settings and plots. - Create vivid images by using alliteration, similes, metaphors and personification. - Interweave descriptions of characters, settings and atmosphere with dialogue.
	Organise writing appropriately Developing an appreciation of how best to convey ideas through description.	- Re-read writing to check it makes sense. - Use the correct tenses. - Organise writing in line with its purpose.	- Use organisational devices such as headings and sub headings. - Use the perfect form of verbs to mark relationships of time and cause. - Use connectives that signal time, shift attention, inject suspense and shift the setting.	- Guide the reader by using a range of organisational devices, including a range of connectives. - Choose effective grammar and punctuation. - Ensure correct use of tenses throughout a piece of writing.



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	Use paragraphs Understanding how to group ideas so as to guide the reader.	- Write about more than one idea. - Group related information.	- Organise paragraphs around a theme. - Sequence paragraphs.	- Write paragraphs that give the reader a sense of clarity. - Write paragraphs that make sense if read alone. - Write cohesively at length.
	Use sentences appropriately Using different types of sentences appropriately for both clarity and for effect.	- Write so that other people can understand the meaning of sentences. - Sequence sentences to form clear narratives. - Convey ideas sentence by sentence. - Join sentences with conjunctions and connectives. - Vary the way sentences begin.	- Use a mixture of simple, compound and complex sentences. - Write sentences that include: - o conjunctions - o adverbs - o direct speech, punctuated correctly - o clauses - o adverbial phrases.	- Write sentences that include: - o relative clauses - o modal verbs - o relative pronouns - o brackets - o parenthesis - o a mixture of active and passive voice - o a clear subject and object - o hyphens, colons and semi colons - o bullet points.



Progression in Writing Skills

TRANSCRIPTION	Present neatly Developing an understanding of handwriting and clear presentation.	- Sit correctly and hold a pencil correctly. - Begin to form lower-case letters correctly. - Form capital letters. - Form digits 0-9. - Understand letters that are formed in similar ways. - Form lower-case letters of a consistent size. - Begin to join some letters. - Write capital letters and digits of consistent size. - Use spacing between words that reflects the size of the letters.	- Join letters, deciding which letters are best left un-joined. - Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.	- Write fluently and legibly with a personal style.



Progression in Writing Skills

Adopted from Chris Quigley Essentials	Spell correctly Understanding the need for accuracy.	- Spell words containing 40+ learned phonemes. - Spell common exception words (the, said, one, two and the days of the week). - Name letters of the alphabet in order. - Use letter names to describe spellings of words. - Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns, and the third person singular marker for verbs (I drink - he drinks). - Use the prefix un. - Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest. - Use spelling rules. - Write simple sentences dictated by the teacher. - Spell by segmenting words into phonemes and represent them with the correct graphemes. - Learn some new ways to represent phonemes. - Spell common exception words correctly. - Spell contraction words correctly (can't, don't). - Add suffixes to spell longer words (-ment, -ness, -ful and -less). - Use the possessive apostrophe. (singular) (for example, the girl's	- Use prefixes and suffixes and understand how to add them. - Spell homophones correctly. - Spell correctly often misspelt words. - Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's). - Use the first two or three 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.	- Use prefixes appropriately. - Spell some words with silent letters (knight, psalm and solemn). - Distinguish between homophones and other words that are often confused. - Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically. - Use dictionaries to check spelling and meaning of words. - Use the first three or four letters of a word to look up the meaning or spelling of words in a dictionary. - Use a thesaurus. - Spell the vast majority of words correctly.
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Progression in Writing Skills

Adopted from Chris Quigley Essentials	Punctuate accurately Understanding that punctuation adds clarity to writing.	- Leave spaces between words. - Use the word 'and' to join words and sentences. - Begin to punctuate using a capital letter for the name of people, places, the days of the week and I. - Use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms. - Use sentences with different forms: statement, question, exclamation and command. - Use extended noun phrases to describe and specify (e.g. the blue butterfly). - Use subordination (when, if, that or because). - Use coordination (or, and, but). - Use some features of standard written English. - Use the present and past tenses correctly, including the progressive form.	- Develop understanding of writing concepts by: ○ 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. ○ 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. ○ Indicate grammatical and other features by: ○ Using commas after fronted adverbials. ○ Indicating possession by using the possessive apostrophe with plural nouns. ○ Using and punctuating direct speech.	- Develop understanding of writing concepts by: ○ 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. ○ 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 (i.e. omitted) relative pronoun. ○ Indicate grammatical and other features by: ○ Using commas to clarify meaning or avoid ambiguity in writing. ○ Using hyphens to avoid ambiguity. ○ Using brackets, dashes or commas to indicate parenthesis. ○ Using semi-colons, colons or dashes to mark boundaries between independent clauses. ○ Using a colon to introduce a list. ○ Punctuating bullet points
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Progression in Writing Skills

ANALYSIS AND PRESENTATION	Analyse writing Understanding how grammatical choices give effect and meaning to writing.	- Discuss writing with the teacher and other pupils. - Use and understand grammatical terminology in discussing writing: <u>Year 1</u> - o word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark. <u>Year 2</u> - o Use and understand grammatical terminology in discussing writing: - o verb, tense (past, present), adjective, noun, suffix, apostrophe, comma.	- Use and understand grammatical terminology when discussing writing and reading: <u>Year 3</u> - o word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause. <u>Year 4</u> - o pronoun, possessive pronoun, adverbial.	- Use and understand grammatical terminology when discussing writing and reading: <u>Year 5</u> - o relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity. <u>Year 6</u> - o active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.
	Present writing Learning to reflect upon writing and reading it aloud to others.	- Read aloud writing clearly enough to be heard by peers and the teacher. - Read aloud writing with some intonation.	- Read aloud writing to a group or whole class, using appropriate intonation.	- Perform compositions, using appropriate intonation and volume.