

Ottershaw Christ Church CofE Schools
Writing Skills Progression

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SPELLING	Phonics see separate overview	→	→ NNS Plan	→	→	→	→
	<ul style="list-style-type: none"> • Use some of their print and letter knowledge in their early writing. • Begin to write initial sounds for some words • Able to write CVC words independently • Makes phonetically plausible attempts at words, including some digraphs • ELG's: Spell words by identifying sounds in them and representing the sounds with a letter or letters 	<ul style="list-style-type: none"> • Spell cvc words accurately (e.g. cat, dog, red) correctly • Write some words using common digraphs/trigraphs correctly (e.g. b-oa-t, sh-ee-p; l-igh-t) • Able to spell some of the Year 1 common exception words • Able to spell most words of more than one syllable which have close graphic/phonetic correspondence (e.g. picnic, cowboy) • Makes reasonable attempt to spell plural words mostly accurately by adding -s or -es • Able to spell some common regular noun and verb suffixes: -ing, -er, -ed, -est when there is no change to spelling of root words • Able to add the prefix un (e.g. undo, unlock) • Make phonetically plausible attempts at writing longer words 	<ul style="list-style-type: none"> • Accurately spell common phonically decodable two and three syllable words • Make phonetically plausible attempts at unknown words • Spell most Y2 common exception words • Use common alternative graphemes with increasing accuracy in writing (e.g. ai/ay/ey/ a-e -) • Begins to spell words with silent letters in spelling (e.g. knight, write) • Use -le ending as the most common spelling for this sound at the end of words • Add suffixes to nouns (e.g. add -er, -est; plurals - es, -changing y to ies) Adding suffixes to spell some words accurately e.g -ment, -ness, -ful, -less, -ly • Spell common homophones accurately (e.g. here/hear; to/ too/ 	<ul style="list-style-type: none"> • Accurately use and spell pronouns • Accurately spell the majority of common exception from the Y3 word list, including common exception words • Able to accurately spell/use a range of homophones (e.g. accept/except) • Able to spell g sound as 'gue' (e.g. dialogue, tongue, league), 'k' sound spelt 'que' (e.g. unique, antique, mosque), 'ei' sound spelt 'ei', 'ey' and 'eigh' (e.g. vein, eight, 'l' sound spelt 'y' mostly accurately (e.g. gym, myth, pyramid, Egypt), the 'u' sound spelt 'ou' (e.g. rough), 'sh' sound spelt 'ch' (e.g. chalet, chef, brochure), 'k' sound spelt 'ch' (ache, chemist, school, echo) • Able to add the prefix dis-, un-, re-, mis-, sub-, super-, auto- • Words with wider range of suffixes 	<ul style="list-style-type: none"> • Accurately spell the most of the Year 3/4 word lists • Accurately spell words with prefixes, in-, il-, -im-, ir- , dis-, inter-, anti- • Spell homophones or near-homophones (e.g. medal/ meddle • Able to spell words ending , -ssion, -cian - sion, -tion, 'chuh' – spelt 'ture' (e.g. furniture, minature), zhure – spelt sure, (e.g. treasure, measure, pleasure), • Spell words using suffix -ous (e.g. various, tremendous) • Spell words using prefixes dis-, inter-, anti- • Spell word 's' sound spelt 'sc' (e.g. science, scene, scissors, descend) • Add suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed') 	<ul style="list-style-type: none"> • Accurately spell the majority of Y5 word lists • Accurately spell homophones and other words which are often confused • Accurately spell words including letter string ough, and words with silent letters (e.g. psalm, knight, column), words ending -ably, -ibly, -able, and -ible. • Common errors in prefixes and suffixes are correctly spelt (e.g. disappear disappoint beginning business) • Understand and begin to apply 'i before except after c' (receive, receipt etc) • Use hyphen correctly in spelling • Children use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary 	<ul style="list-style-type: none"> • Accurately spell most words from the Y5&6 list • Accurately spell words with the suffix -cious, -tious (suspicious, cautious) , -ant, -ance, ancy, -ent, ence, ency, -cial, -tial • Suffixes beginning with vowels e.g. -ing -ed added to words ending in -fer (e.g. referred, referring) • Homophones or near-homophones – (e.g. accept/except, affect/effect) • Accurately spell words ending • Accurately spell words • Appropriate use of hyphens in writing

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			<p>two; see/sea; bee/be)</p> <ul style="list-style-type: none"> Some contractions spelt correctly (e.g. didn't, isn't, it's etc.) Days of the week and months of the year are accurate (including use of capital letters) 	<p>spelt correctly (e.g. -ly, -ful, -tion, -less, -ment)</p> <ul style="list-style-type: none"> Accurately spell/use verbs with irregular tense changes (e.g. go/went) 			
HANDWRITING	<ul style="list-style-type: none"> Uses tripod grip Writes own name with letters accurately formed ELG: Able to write recognisable letters, most of which are correctly formed 	<ul style="list-style-type: none"> Able to form lower case letters in the correct direction, starting and finishing in the right place Able to form capital letters in the correct size and orientation and clearly distinguishable from lower case letters. Able to use consistent spacing between words 	<ul style="list-style-type: none"> Able to form lower case letters of the correct size relative to one another Clear letter formation, with ascenders and descenders distinguished, upper and lower case letters not mixed within words Uses diagonal/horizontal strokes to join letters in some writing Capital letters and digits of the correct size, orientation and relationship to one another Clear spaces between words 	<ul style="list-style-type: none"> Handwriting is fluent and legible (e.g. use diagonal and horizontal strokes to join letters) Letters and words are usually appropriate in size and position Spelling/writing contractions apostrophe signifies omission so letters are not joined e.g. don't, can't Understands capitals and lower case letters are not joined 	<ul style="list-style-type: none"> Capital letters and lower case are not joined Capital and lower case letters are proportionate in size Letters are consistent in shape and size Downstrokes of letters are parallel and equidistant (e.g. joining ll, th) 	<ul style="list-style-type: none"> Children ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. Children write legibly, fluently and with increasing speed. Understand that when apostrophe is used for omission letters either side are not joined 	<ul style="list-style-type: none"> Capital letters and lower case letters are proportionate in size, letters and words are usually appropriate in size and position When apostrophe used for omission letters are not joined Write in a consistent and fluent style with letters and words appropriately placed
VOCABULARY & GRAMMAR	<ul style="list-style-type: none"> Knows the writing is left to write. Knows where to start writing on a page. Begin to use a capital letter to start a sentence 	<ul style="list-style-type: none"> Able to use phrases/very simple sentence structures in writing – often repetitive – beginning with “I” or the character’s name. 	<ul style="list-style-type: none"> Able to choose some words for effect appropriate to the subject matter Use a wider range of sentence openers (e.g. use of adverbs) Express ideas clearly 	<ul style="list-style-type: none"> Words or phrases show an awareness of the reader Able identify and use expanded noun phrases to add interest and detail 	<ul style="list-style-type: none"> Use possessive apostrophe with plural words (e.g. boys’) Apostrophes to mark singular and plural possession (e.g. the 	<ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the 	<ul style="list-style-type: none"> Evidence of deliberate ambitious and adventurous vocabulary choices to describe settings and characters

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<p>and sometimes punctuate with a full stop.</p> <ul style="list-style-type: none"> ELG: Able to write simple phrases and sentences that can be read by others 	<ul style="list-style-type: none"> Knows a sentence starts with a capital letter Starts a piece of writing with a capital letter Able to choose some appropriate vocabulary relevant to subject matter Able to use familiar adjectives to add detail (e.g. red apple, bad wolf, big dog) Able to use some topic related words Begins to use “and” to create extended sentences (e.g. She was very slim and very tall) – and to join clauses (e.g. She was very tall and she liked eating sweets) Use of full stops and capital letters to demarcate sentences Begin to use capital letters for names (people/places/ days of the week/months of the year) and the personal pronoun “I” Begin to understand how to write a question and punctuate with a question mark 	<p>using simple and compound sentences</p> <ul style="list-style-type: none"> Able to use some technical words to convey information (e.g. parts of the body, cooking equipment) Able to use a range of sentence types in writing (including questions, statements, commands or exclamations) Some variation in sentence openings, e.g. use simple time connectives to support chronology in writing (then, after, first) Able to use simple conjunctions (e.g. and, but, so to connect clauses) Begins to use some extended simple sentences (e.g. including adverbs and adjectives) to add interest Use capital letters for some proper nouns (e.g. countries) Demarcates most sentences with capital letters and full stops and use of question marks and exclamation marks correctly as required 	<ul style="list-style-type: none"> Uses a wider range of conjunctions (e.g. when, if, because, although, however) Uses subordination to show relationship in time and place (e.g. Until he learnt to tie his shoe laces..., Following the race...) Expressing time and cause through: conjunctions (e.g. when, before, after); adverbs (e.g. then, next, so); and prepositions (e.g. before, after, during) Use a range of adjectives and adverbs across fiction and non-fiction writing (e.g. use of determiners – many, each, most) Uses elements of an increasing range of genre language appropriately Uses a variety of conjunctions to clarify relationship between ideas (e.g. but, so, when, because, while) Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition Tense choice generally 	<p>girl’s name, the boys’ boots)</p> <ul style="list-style-type: none"> Use a range of adjectives and adverbs across fiction and non-fiction writing (e.g. use of determiners – many, each, most) Use elements of an increasing range of genre language appropriately Use a variety of conjunctions to clarify relationship between ideas (e.g. but, so, when, because, while) Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition Tense choice generally appropriate to task including some use of modals (e.g. can, will) Apostrophes to mark singular and plural possession (e.g. the girl’s name, the boys’ boots) Accurately demarcate sentences with capital letter and full stop (or appropriate punctuation) Use of comm 	<p>strict maths teacher with curly hair)</p> <ul style="list-style-type: none"> Accurately demarcate sentences with capital letter and full stop (or appropriate punctuation) Use precise vocabulary that is lively and imaginative which is intended to amuse, entertain or create tension Use some variety in length, subject or structure of sentences Some variety in subordinating conjunctions: because, if, which (e.g. because the rain can damage their skin...which was strange...If she could...) Some sentence variation created e.g. direct speech; simple adverbials (e.g. we played after tea... it was scary in the tunnel) Use speech punctuation (inverted commas) correctly with a new line for each speaker Use the apostrophe for a range of purposes correctly 	<ul style="list-style-type: none"> Use of different verb forms mostly accurately (tenses) Use of adverbial phrases and expanded noun phrases to add interest and detail Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition Uses some variety in subordinating connectives, because, if, which (e.g. because the rain can damage their skin...which was strange...If she could...) Uses a variety of coordinating conjunctions to clarify relationship between ideas (e.g. but, so, when, because, while) Use fronted adverbials (e.g. Sadly, Happily); adverbial phrases (e.g. After a while, Next to the station); and subordination (e.g. When it stopped raining.....Creeping quietly,) Most sentences correctly demarcated: some
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			<ul style="list-style-type: none"> • Use some expanded noun phrases to describe and specify • Co-ordinate sentences using or, and, but • Past and present tense mostly correct and consistent • Use a broader range of present and past tense forms (e.g. progressive form – he is running; she was reading) • Begins to explore subordination - using when, if, that and because • Commas used to separate items in a list • Use apostrophes to mark where letters are missing i 	<p>appropriate to task including some use of modals (e.g. can, will) Apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots)</p> <ul style="list-style-type: none"> • Use of commas after fronted adverbials and after subordination (e.g. Later that day, I heard bad news) • Use inverted commas to punctuate direct speech 		<ul style="list-style-type: none"> • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun (e.g. the boy, who was feeling very ill ..., the boy, feeling very ill ...) • Use modal verbs or adverbs to indicate degrees of possibility (e.g. could, might, should) Evidence of the perfect form of verbs to mark relationships of time and cause (e.g. I have/had found a necklace) 	<p>commas mark phrases or clauses; apostrophes mark contractions.</p> <ul style="list-style-type: none"> • Correct use of semi-colons, dashes, colons and hyphen • Use commas for clarity, and other punctuation for parenthesis mostly correctly. • Use inverted commas demarcate the beginning and end of direct speech, correctly on most occasions Some correct use of semi-colons, dashes, colons and hyphens • Accurately use capital letters and full stops, question marks and exclamation marks mostly correctly • Accurately use apostrophes to mark singular and plural possession (e.g. the girl's name, the boys' boots) • Accurately use apostrophes for contraction, mostly correctly • Accurately use commas in lists • Use inverted commas and other punctuation to indicate direct
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							<p>speech: a comma after the reporting clause; end punctuation within inverted commas (e.g. The conductor shouted, "Sit down!")</p> <ul style="list-style-type: none">• Use vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms• Punctuate bullet points consistently• Use brackets, dashes or commas to indicate parenthesis• Use semi-colons, colons or dashes to mark boundaries between independent clauses• Use verb tenses consistently and correctly throughout writing• Choose adverbials and expanded noun phrases to consciously engage, entertain and add detail for the reader• Use adverbs, preposition phrases and expanded noun phrases for qualification and precision.• Select vocabulary and grammatical structures that
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							<p>reflect the level of formality required by making appropriate choices between colloquial and standard form mostly correctly</p> <ul style="list-style-type: none"> • Use a wide range of clause structures, sometimes varying their position within a sentence • Some variation in sentence structure through a range of openings: adverbials (e.g. some time later, as we ran, once we had arrived...); subject reference (e.g. they, the boys, our gang...); speech <p>Some correct use of semi-colons, dashes, colons and hyphens</p>
COMPOSITION	<ul style="list-style-type: none"> • Verbalise what they are intending to write, using counters or blocks to represent words for support • . 	<ul style="list-style-type: none"> • Understands different purposes for writing (e.g. through role play or activities) • Able to use simple words, phrases or captions • Basic information and ideas conveyed through topic related word choice • Begins to write simple, familiar forms (e.g. recounts, simple 	<ul style="list-style-type: none"> • Write sentences that are sequenced to form a short narrative (e.g. beginning, middle and end;) either real or fictional • Able to write simple coherent narratives about personal experiences and those of others (real or fictional) • Content generally relevant to the task (e.g. informative points in a report; 	<ul style="list-style-type: none"> • Main features of selected form signalled to the reader, including use of language, structure and purpose • Able to demonstrate stamina in writing by creating chronological stories, sequencing events and providing some detail of either characterisation or setting 	<ul style="list-style-type: none"> • Features of writing generally appropriate to the selected task (e.g. use of dialogue in a story; use of first person for a letter; use of imperative in instructions) • Show main features of narrative and non-narrative structure to organise ideas and events within paragraphs/ sections, some links made between 	<ul style="list-style-type: none"> • Writing is clear in purpose and incorporates relevant content to inform/engage the reader • Sequence ideas or material logically and show events are clearly related • Paragraphs have relevant openings • Paragraphs/sections help to organise content (e.g. main idea usually supported or 	<ul style="list-style-type: none"> • Write for a range of purposes and audiences using appropriate features, selecting language that shows a good awareness of the reader (e.g. the use of first person in a diary, direct address in instructions and persuasive writing) • Create atmosphere, an integrating dialogue to convey character and

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		<p>stories for a range of purposes)</p> <ul style="list-style-type: none"> • Another person is able to read writing with some mediation • Some formulaic phrases indicate start/end of text (e.g. once upon a time, one day, the end) • Some events/ideas in appropriate order (e.g. actions listed in time/sequence) Simple connections between ideas, events(e.g. repeated nouns, pronouns) • Demonstrates some control over word/events through composing a sentence orally before writing 	<p>memories in a recount; sequence of events in a story)</p> <ul style="list-style-type: none"> • Simple beginnings and endings signalled • Ideas show some development within sections of writing • Viewpoint may be indicated by simple comments or actions (e.g. the teacher was kind...apples are good for you...) • Able to use some expanded noun phrases to describe and specify • Able to create narratives with some detail in characterisation, description of setting and development of plot • Use of simple organisational devices in non-fiction to organise ideas for the reader (e.g. titles, sub-headings, illustrations and captions) • Some attempt to sequence ideas or events (e.g. by use of time related words; numbered points; headings, line 	<ul style="list-style-type: none"> • Write narratives with clear beginning, middle and ending • Use an increasing range of sentence structures Include detail to add an element of humour, surprise or suspense • Openings and closings are signalled in a range of writing Inter-relate beginning, middle and ending • Evidence of sustained viewpoint • Related ideas are organised in sections or paragraphs • Paragraphs are organised around a theme • Show some consistency with the use of the first and third person • Build up a sequence of relevant events with a simple conclusion or appropriate ending • Main features of selected form signalled to the reader, including use of language, structure and purpose 	<p>sentences (e.g. use of pronouns or adverbials)</p> <ul style="list-style-type: none"> • Viewpoint (opinion, attitude, position) is expressed and maintained , including viewpoint through narrator comments on characters or events • Develop characterisation and/or setting through inclusion aspects of: detail; speech; - description of setting; feelings or motive, describing how they look, react, talk or behave • Use imaginative details to entertain, amuse and create tension • In narrative use paragraphs for a change in action, settings and time In non-fiction use paragraphs to write a clear introduction followed by logical points drawing to a defined conclusion • Provide background information to create the context for the writing • Beginning to use an appropriate style of writing (e.g. formal or informal) 	<p>elaborated by following sentences)</p> <ul style="list-style-type: none"> • Features of text type/genre are appropriate to the task (e.g. choice of tense/verb form; layout; formality) Ideas may be adapted (e.g. inclusion of contextual information on a fictitious character or the use of quotes within a report) • Present a consistent point of view and link points coherently or persuasively • Select the appropriate form and use other similar writing as models when planning In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action • Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining) • Ensure correct subject and verb 	<p>advance the action Selecting vocabulary and grammatical structures that reflect the level of formality required by making appropriate choices between colloquial and standard form mostly correctly</p> <ul style="list-style-type: none"> • Uses paragraphs to organise ideas effectively In narratives describe settings and characters In non-narrative writing, use simple devices to structure the writing and support reader (e.g. headings, sub-headings and bullet points) Show main features of structure to organise events or information within paragraphs /sections, some links between sentences e.g. use of pronouns or adverbials Create an appropriate opening and closing which tie together to impact on the reader Related events or ideas organise • Use a range of cohesive devices conjunctions,
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			<p>breaks; use of pictures)</p> <ul style="list-style-type: none"> • Openings and/or closings signalled 			<p>agreement when using singular and plural, distinguishing between the language of speech and writing and choosing appropriate register</p> <ul style="list-style-type: none"> • Viewpoint (opinion, attitude, position) is expressed, but may not be consistently maintained 	<p>adverbials of time and place, pronoun and synonyms) within and across sentences and paragraphs</p> <ul style="list-style-type: none"> • Viewpoint is established and generally maintained. Contrasting attitudes/opinions may be presented. Some use of expert comment may be used to suggest credibility (e.g. rabbits are popular pets because they can live outdoors in all weather) Some ideas and material developed in detail (e.g. descriptions elaborated by adverbial and expanded noun phrases) • Connections within and between paragraphs generally maintained through use of ongoing references: pronouns, adverbials, connectives (e.g. Eventually we...) • Writing is well paced and events are logically related Précis own written texts to fit purpose
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							and audience Use a wide range of devices to build cohesion within and between paragraphs (e.g. use of adverbials of time, place and number or tense choices – he had seen her before)
DRAFTING & EDITING	<ul style="list-style-type: none"> • Shares work with peers. • Use print in the environment to support independent writing e.g. Tricky Word wall 	<ul style="list-style-type: none"> • Re-reads own writing to ensure it makes sense • Uses environmental prompts to check own work 	<ul style="list-style-type: none"> • Begins to proof read work for errors • Begins to edit own work to improve • Able to produce final piece based on first draft 	<ul style="list-style-type: none"> • Proof read own work for errors • Draft and write, organising paragraphs around a theme • Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary • Evaluate and edit by assessing the effectiveness of their own/others' writing and making improvements as a result • Produce final piece after drafting and editing 	<ul style="list-style-type: none"> • Proof read own work for errors • Edit own work to use more ambitious vocabulary • Evaluate and edit by assessing the effectiveness of their own and others' writing and improve accordingly • Produce final piece after drafting and editing 	<ul style="list-style-type: none"> • Proof read own work • Redraft writing to strengthen impact • Evaluate their own and others work to improve 	<ul style="list-style-type: none"> • Proof read own work • Editing and redrafting to improve • Objectively evaluate their own and others work to improve