



# **Elmhurst Primary School**

## **Writing Progression Document**

End of Reception	Pupils can hold a pencil correctly (using tripod grip).
	Pupils can form recognisable letters and write their own name.
Beginning of Year 1	Pupils use anti-clockwise movements in mark making/writing.
	Pupils write three or more simple statements on a given subject.

**Year 1**  
By the end of Year 1, pupils...

Spelling and Punctuation	
	Can spell most Year R/Year 1 words accurately
	Can spell CVC words correctly
	Pupils spell some words in a phonically plausible way
	Spell words with suffixes which can be added without change to the root word (e.g. help/helping) and plural noun suffixes (e.g. dog/dogs, wish/wishes)
	Separate words with spaces
	Use capital letters for names of people, places, days of the week and for the personal pronoun 'I'
	Show an understanding of how to use full stops and capital letters to demarcate sentences
	Begin to use question marks and exclamation marks appropriately

Sentence construction, Grammar and Text Cohesion	
	Write sentences which make sense, understanding how words can combine to make sentences
	Begin to join words and clauses using <i>and</i>

Composition and Effect	
	Sequence sentences to form short narratives
	Attempt to write a variety of text types (such as lists, stories, captions)
	Generally use vocabulary suited to the task

Plan, Evaluate (edit and draft)	
	Re-read what they have written to check it makes sense
	Discuss what has been written with teacher or other pupils
	Can produce their own ideas for writing (not a retelling)

Handwriting and presentation	
	Sit correctly at a table, holding the pencil correctly
	Form lower case letters in the correct direction
	Form capital letters and digits 0-9
	Understanding which letters belong to which handwriting families (ascenders, descenders etc)
	Control letter size, shape and orientation

End of Year 1	Pupils produce letter shapes which are mainly accurate with clear spaces between most words.
	Pupils spell most CVC words and common words from R/Y1 word lists.
Beginning of Year 2	Pupils write one or more sentences extended using 'and'.
	Pupils write two or more sentences using correct use of full stops and capital letters.
	Pupils can produce a paragraph or more of developed ideas independently, this may be more like spoken than written language.

End of Year 1  Beginning of Year 2	Pupils produce letter shapes which are mainly accurate with clear spaces between most words.
	Pupils spell most CVC words and common words from R/Y1 word lists.
	Pupils write one or more sentences extended using 'and'.
	Pupils write two or more sentences using correct use of full stops and capital letters.
	Pupils can produce a paragraph or more of developed ideas independently, this may be more like spoken than written language.

Year 2  By the end of Year 2, pupils...	<b>Spelling and Punctuation</b>	<b>Sentence Construction, Grammar and Text Cohesion</b>	<b>Composition and Effect</b>	<b>Plan, Redraft and Evaluate</b>	<b>Handwriting and Presentation</b>
	Spell common exception words for Year 2 correctly (including some homophones)	Make correct and consistent use of present tense and past tense throughout writing	Can write simple coherent narratives about personal experiences and recount real events	Write down or orally rehearse key words and ideas	Form lower-case letters of the correct size relative to one another
	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences	Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i> ]	Write a range of texts showing awareness of their structures (e. g. letter/story/reports)	Evaluate writing with other pupils and their teacher	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
	Spellings should be phonically plausible, even if not always correct	Use conjunctions for subordination (using <i>when, if, that, because</i> ) and co-ordination (using <i>or, and, but</i> )	Use interesting and ambitious words for their age	Re-read writing to check it makes sense (particularly focusing on use of tense) and make simple additions and revisions	Use correct spacing between words
	Use commas to separate items in a list	Begin to develop an understanding of some features of written Standard English [for example, <i>use of contractions, or 'gonna'</i> ]	Use carefully selected adjectives/descriptive phrases for detail and description	Proof-reading for spelling, grammar and punctuation errors that they know how to correct	Start using some strokes needed to join letters
	Can spell words using suffixes (which change word classes e.g. -full/-less, -ly, -er, -est, -ness) accurately	Use correct grammatical patterns for statements, questions, exclamations and commands	Can provide enough detail to interest the reader		
	Use apostrophes to mark where letters are missing in spelling [for example: <i>didn't, she's</i> ] and to mark singular possession in nouns [for example, <i>the girl's name</i> ]	Use expanded noun phrases for description and specification [for example, using an adjective: <i>the blue butterfly, plain flour</i> , or using a prepositional phrase: <i>the man in the moon</i> ]	Can vary the structure of sentences to interest the reader (use of subordinating conjunctions/speech/questions/exclamations)		

End of Year 2  Beginning of Year 3	Pupils spell all CVC and most common words on the YR/1/2 lists correctly; spelling of unknown words should be phonetically plausible.
	Pupils use basic sentence punctuation correctly, most of time (full stops, capital letters, question marks, exclamation marks, commas for lists).
	Pupils show some variety in the openers that they use, including using some descriptive language or detail.
	Pupils can produce a clear and coherent piece of writing, linked to the task.
	Pupils use some ambitious words for their age.
	Pupils can identify some errors in their writing by proof-reading what they have written.
	Pupils generally produce handwriting that is controlled and mainly regular. There may be some joining.

End of Year 2	Pupils spell all CVC and most common words on the YR/1/2 lists correctly; spelling of unknown words should be phonetically plausible.
	Pupils use basic sentence punctuation correctly, most of time (full stops, capital letters, question marks, exclamation marks, commas for lists).
Beginning of Year 3	Pupils show some variety in the openers that they use, including using some descriptive language or detail.
	Pupils can produce a clear and coherent piece of writing, linked to the task.
	Pupils use some ambitious words for their age.
	Pupils can identify some errors in their writing by proof-reading what they have written.
	Pupils generally produce handwriting that is controlled and mainly regular. There may be some joining.

Year 3  By the end of Year 3, pupils...	<b>Spelling and Punctuation</b>	<b>Sentence Construction, Grammar and Text Cohesion</b>	<b>Composition and Effect</b>	<b>Plan, Redraft and Evaluate</b>	<b>Handwriting and Presentation</b>
	Spell common words correctly, with some errors and are familiarising themselves with the Year3/4 spelling list	Use a wider range of conjunctions, including <i>when, if, because, although</i> to create multi-clause sentences	Write for a range of purposes and audiences, using the appropriate form	Discuss and record ideas for writing	Begin to use the diagonal, horizontal strokes that are needed to join letters
	Spell words which belong to word families accurately using prefixes and suffixes (e.g. solve/dissolve/solution)	Write sentences which are correctly constructed with correct subject/verb agreement	Begin to use showing sentences to create a vivid image in the reader's mind	Assess the effectiveness of their own and others' writing, suggesting improvements	Understand which letters are best left unjoined
	Spell common homophones correctly (see Spelling Appendix)	Use a range of sentence structures in their writing (simple/compound/some complex)	Use language devices (alliteration, onomatopoeia, rhythm in poetry)	Propose changes to grammar and vocabulary to improve consistency (e.g. use of pronouns)	Increase legibility, consistency and quality of handwriting
	Begin to use inverted commas to punctuate direct speech	Begin to structure and organise work clearly (sometimes in paragraphs)	Begin to use similes in their writing	Proof read for spelling and punctuation errors	Using mainly joined handwriting throughout independent writing
	Use the forms a or an according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, an open box</i> ]	Use adverbs and adverbials for a range of purposes	Use varied and rich vocabulary including the careful use of adjectives and adverbs for description and detail		
	Use basic sentence punctuation correctly most of the time (full stops, capital letters, question marks, exclamation marks, commas for lists)	Express time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i> ], adverbs [for example, <i>then, next, soon, therefore</i> ], or prepositions [for example, <i>before, after, during, in, because of</i> ]	Begin to develop writing that is lively and interesting		
		Begin to structure and organise work clearly (sometimes in paragraphs)	Engage the reader through some use of varied sentence openings		
	Use simple organisational devices (e.g. headings, subheadings)				

End of Year 3	Pupils spell common words correctly, with some errors and are familiarising themselves with the Year3/4 spelling list.
	Pupils use basic sentence punctuation correctly, most of time (full stops, capital letters, question marks, exclamation marks, commas for lists, some inverted commas).
Beginning of Year 4	Pupils are beginning to show variety in sentence type and structure including the use of openings, adding some detail and description.
	Pupils approach writing appropriately for the purpose and are broadly accurate in their basic skills.
	Pupils use interesting language with some words that are ambitious.
	Pupils edit writing by proof-reading what they have written.
	Pupils generally produce handwriting that is neat and mainly joined.

End of Year 3	Pupils spell common words correctly, with some errors and are familiarising themselves with the Year3/4 spelling list.
	Pupils use basic sentence punctuation correctly, most of time (full stops, capital letters, question marks, exclamation marks, commas for lists, some inverted commas).
Beginning of Year 4	Pupils are beginning to show variety in sentence type and structure including the use of openings, adding some detail and description.
	Pupils approach writing appropriately for the purpose and are broadly accurate in their basic skills.
	Pupils use interesting language with some words that are ambitious.
	Pupils edit writing by proof-reading what they have written.
	Pupils generally produce handwriting that is neat and mainly joined.

Year 4  By the end of Year 4, pupils...	<b>Spelling and Punctuation</b>	<b>Sentence Construction, Grammar and Text Cohesion</b>	<b>Composition and Effect</b>	<b>Plan, Redraft and Evaluate</b>	<b>Handwriting and Presentation</b>
	Spell the majority of familiar words correctly (including Year 3/4 spelling list and some homophones e.g. their/there/they're, were/where, to/too, your/you're)	Know the difference between Standard English forms for verb inflections and local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ] and use these mostly appropriately	Create settings, characters and plot in narratives	Discuss and record ideas for writing	Use the diagonal, horizontal strokes that are needed to join letters
	Use apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i> ]	Use an increasing range of sentence structures including the use of some subordinate clauses	Use dialogue to move the action forward or develop characterisation	Proof read for spelling and punctuation errors	Understand which letters are best left unjoined
	Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]	Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: <i>the strict maths teacher with curly hair</i> )	Use language devices (alliteration, onomatopoeia, rhetorical questions, persuasive language, sensationalist language for newspapers)	Assess the effectiveness of their own and others' writing, suggesting improvements	Increase legibility, consistency and quality of handwriting
	Understand the grammatical difference between plural and possessive -s	Make appropriate choice of pronoun (personal, possessive) or noun within and across sentences to aid cohesion and avoid repetition	Use varied and rich vocabulary (including the use of adverbs and adjectives for detail)	Propose changes to grammar and vocabulary to improve consistency (e.g. use of pronouns)	Using joined handwriting throughout independent writing
	Use commas after fronted adverbials	Use a range of sentence types, including commands, statements and questions	Pupils begin to use figurative language (similes, personification, metaphor)		
	Use brackets for adding extra information	Use fronted adverbials [for example, <i>Later that day, I heard the bad news.</i> ]	Engage the reader through the use of varied sentence openings		
		Use generally consistent tense, person and tone throughout pieces of writing	Begin to use showing sentences to create a vivid image in the reader's mind		
	Use some layout devices (headings, subheadings, columns)	Develop writing that is lively and interesting			
	Use paragraphs to organise ideas around a theme				

End of Year 4	Pupils spell most words on the Year 3/4 list correctly, plus all compound words and many complex words.
	Pupils use a range of punctuation accurately (full stops, capital letters, exclamation marks, question marks, commas for lists, inverted commas, speech punctuation).
Beginning of Year 5	Pupils show variety in sentence type and structure including sophisticated openings, adding detail and description and using a wider range of conjunctions.
	Pupils organise writing appropriately for the purpose, including experimenting with the use of paragraphs.
	Pupils use interesting language with a wide range of ambitious words, occasional misuse is acceptable.
	Pupils initiate edits to writing by proof-reading what they have written.
	Pupils produce handwriting that is neat and joined.

End of Year 4	Pupils spell most words on the Year 3/4 list correctly, plus all compound words and many complex words.
	Pupils use a range of punctuation accurately (full stops, capital letters, exclamation marks, question marks, commas for lists, inverted commas, speech punctuation).
Beginning of Year 5	Pupils show variety in sentence type and structure including sophisticated openings, adding detail and description and using a wider range of conjunctions.
	Pupils organise writing appropriately for the purpose, including experimenting with the use of paragraphs.
	Pupils use interesting language with a wide range of ambitious words, occasional misuse is acceptable.
	Pupils initiate edits to writing by proof-reading what they have written.
	Pupils produce handwriting that is neat and joined.

Year 5  By the end of Year 5, pupils...	<b>Spelling and Punctuation</b>	<b>Sentence Construction, Grammar and Text Cohesion</b>	<b>Composition and Effect</b>	<b>Plan, Redraft and Evaluate</b>	<b>Handwriting and Presentation</b>
	Spell most words correctly (including common exception words for Year 5/6 and common homophones)	Use relative clauses beginning with who, which, where, when, whose that or an omitted relative pronoun	Identify the audience and purpose of writing, selecting appropriate form	Note and developing initial ideas to plan writing	Write legibly, fluently and with increasing speed
	Begin to use commas to clarify meaning or avoid ambiguity	Indicate degrees of possibility using adverbs (e.g. perhaps, surely), modal verbs (e.g. might, should, will, must), or the conditional tense	Use vocabulary and register typical of formal and informal speech and writing mostly appropriately	Proof-read for known spelling, punctuation and grammatical errors	Choose whether or not to join specific letters
	Use brackets, dashes or commas to indicate parenthesis (including for asides)	Use the perfect form of verbs to mark relationships of time and cause	Integrate dialogue to convey character and advance the action	Assess the effectiveness of their own and others' writing according to the writing focus for the task	Use an unjoined style where appropriate (e.g. diagrams, headings)
	Begin to make some use of semi-colons and colons	Use of the conditional to express possibility	Use showing sentences to create a vivid image in the reader's mind	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning with prompting	Be able to use the appropriate standard of handwriting (for notes, final write up)
	Punctuate sentences accurately almost all of the time	Use devices such as adverbs to build cohesion (e.g. then, after that, this, firstly)	Make effective use of simile, metaphor and personification across a range of text types		
Begin to use punctuation for effect (e.g. ellipsis, exclamation mark, question mark)	Use consistent tense and person throughout pieces of writing	Describe settings, characters and atmosphere			
	Link ideas across paragraphs using adverbials of time, place and number (later, nearby, secondly, or tense choices)	Select from a wide range of imaginative and ambitious vocabulary			
	Use mostly appropriate text structure and paragraphing (e.g. for narratives, newspapers, persuasive writing, plays)	Use language techniques (e.g. repetition, onomatopoeia, alliteration, persuasive language, rhetorical questions) across a range text types			
	Use some layout devices (headings, subheadings, columns, line breaks in poetry)	Use expanded noun phrases to convey complicated information concisely			
	Make use of a wide variety of sentence constructions (including the use of subordinate clauses, short sentences for effect and openers)	Begin to show an awareness of the audience through the use of comments, asides, suspense, dialogue			

End of Year 5	Pupils must use basic sentence punctuation accurately (full stops, capital letters, exclamation marks, question marks, commas in lists and inverted commas).
	Spelling is broadly accurate, including the spelling of common exception words.
Beginning of Year 6	Pupils are beginning to use punctuation for parenthesis (brackets, dashes and commas).
	Pupils can use a range of sentence structures including the use of relative clauses, openers, subordinating conjunctions.
	Pupils are able to structure their writing using paragraphs and use the appropriate text structure and organisation.
	Pupils engage the reader with careful/ambitious choices of vocabulary and language techniques (figurative language, alliteration, repetition) for different audiences and purposes.
	Pupils are able to identify errors and make some improvements to their own work.
	Handwriting is legible, joined and writing can be sustained.

End of Year 5	Pupils must use basic sentence punctuation accurately (full stops, capital letters, exclamation marks, question marks, commas in lists and inverted commas).
	Spelling is broadly accurate, including the spelling of common exception words.
Beginning of Year 6	Pupils are beginning to use punctuation for parenthesis (brackets, dashes and commas).
	Pupils can use a range of sentence structures including the use of relative clauses, openers, subordinating conjunctions.
	Pupils are able to structure their writing using paragraphs and use the appropriate text structure and organisation.
	Pupils engage the reader with careful/ambitious choices of vocabulary and language techniques (figurative language, alliteration, repetition) for different audiences and purposes.
	Pupils are able to identify errors and make some improvements to their own work.
	Handwriting is legible, joined and writing can be sustained.

Year 6  By the end of Year 6, pupils...	<b>Spelling and Punctuation</b>	<b>Sentence Construction, Grammar and Text Cohesion</b>	<b>Composition and Effect</b>	<b>Plan, Redraft and Evaluate</b>	<b>Handwriting and Presentation</b>
	Spell almost all words correctly (including common exception words for Year 6 and homophones) using a dictionary for unfamiliar words	Recognise and use structures appropriate for formal speech and writing (including the subjunctive and impersonal form)	Identify the audience and purpose of writing, selecting the appropriate form and showing a good awareness of the reader (asides, suspense)	Note and developing initial ideas to plan writing	Write legibly, fluently and with increasing speed
	Can use commas for clarity and to separate clauses (subordinating/adverbials)	Make appropriate use of a wide variety of sentence constructions (including the use of subordinating conjunctions, short sentences for effect and openers)	Can sustain a particular viewpoint (character, point of view) throughout a text	Proof-read for known spelling, punctuation and grammatical errors (including subject-verb agreement)	Choose whether or not to join specific letters (e.g. capital letters)
	Make some use of semi-colons, colons, or dashes to mark boundaries between independent clauses	Use appropriate grammatical structures in different types of writing (e.g. contractions in dialogue, passive verbs, modal verbs to suggest degrees of possibility)	Describe settings, characters and atmosphere using ambitious vocabulary, figurative language and showing sentences (to create a vivid image for the reader) effectively	Assess the effectiveness of their own and others' writing according to writing focus for the task	Consider carefully the style of handwriting which is best suited for a task (e.g. vary the font for emphasis)
	Make some use of hyphens to avoid ambiguity	Use appropriate text structure and paragraphing (e.g. for narratives, newspapers, persuasive writing, plays)	Integrate dialogue effectively to convey character and advance the action	Propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning during and after writing	Are able to use the appropriate standard of handwriting (for notes, final write up)
	Make some use of colons to introduce lists	Use consistent tense, person and tone throughout pieces of writing	Distinguish between the language of speech and writing, choosing the appropriate register.		
	Punctuate bullet points consistently	Use appropriate layout devices (headings, subheadings, columns, bullets, line breaks and presentation in poetry)	Exercise a conscious control over levels of formality, using grammar and vocabulary to achieve this		
	Can use punctuation precisely to enhance meaning, to avoid ambiguity or for effect (e.g. ellipsis, exclamation mark, question mark, dash)	Build cohesion using a range of devices to link ideas across paragraphs: e.g. repetition, conjunctions, pronouns, adverbials, synonyms.	Use language techniques (e.g. repetition, onomatopoeia, alliteration, pejorative language, sensationalist language, emotive language, rhetorical questions) across a range text types		
		Write imaginative, engaging and lively texts			

End of Year 6	Pupils write fluently, independently and effortlessly with only occasional errors of punctuation, grammar and spelling.
	Pupils use the full range of sentence punctuation in their work.
	Pupils use precise and carefully chosen vocabulary in their writing, although new subject-specific vocabulary will continue to develop.
	Pupils are able to control the presentation of information through the nuances of language choices, sentence construction and punctuation.
	Pupils independently make appropriate and timely improvements to their work.
	Pupils use figurative language to enhance description.