

WRITING SKILLS PROGRESSION

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting composition						
	<p>Children know how to:</p> <ul style="list-style-type: none"> Sit correctly at a table holding a pencil comfortably and correctly Continue to develop tripod grip of pencil/pen Write some lower case and capital letters of the alphabet in the correct direction, starting and finishing in the right place Form digits 0-9 	<p>Children know how to:</p> <ul style="list-style-type: none"> Sit correctly at a table holding a pencil comfortably and correctly Master the tripod grip of a pen/pencil Form lower case letters of the correct size relative to one another Use spacing between words that reflects the size of the letters Write capital letters and digits of the correct size and orientation to one another and to lower case letters Begin to use the diagonal and horizontal 	<p>Children know how to:</p> <ul style="list-style-type: none"> Use the diagonal and horizontal strokes needed to join letters Increase the legibility, consistency and quality of handwriting e.g by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaces sufficiently so that the ascenders and descenders of letters do not touch 	<p>In addition to KS1 and Year 3 knowledge, children know how to:</p> <ul style="list-style-type: none"> Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left not joined Continue to increase the legibility, consistency and quality of handwriting e.g by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaces sufficiently so that the ascenders and descenders of 	<p>In addition to KS1 and lower KS2 knowledge, children know how to:</p> <ul style="list-style-type: none"> Confidently use diagonal and horizontal strokes when writing independently to increase fluency Begin to choose a standard of handwriting which is appropriate for a particular task, e.g quick notes or a final handwritten version 	<p>In addition to KS1, lower KS2 and Year 5 knowledge, children know how to:</p> <ul style="list-style-type: none"> Choose a standard of handwriting which is appropriate for a particular task e.g quick notes or a final handwritten, presented version Choose the writing implement which is best suited for a task

WRITING SKILLS PROGRESSION

		strokes needed to join letters		letters do not touch		
Planning, drafting and editing						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Children know how to:</p> <ul style="list-style-type: none"> • Compose a sentence orally before writing • Say a sentence out loud before writing it – oral rehearsal • Sequence sentences to form short narratives • Discussing what they have written with the teacher or other pupils • Reading aloud their writing clearly enough to be heard by their peers and the teacher 	<p>Children know how to:</p> <ul style="list-style-type: none"> • Write narratives about personal experiences and those of others (real or fictional) • Plan what they are going to write about, including writing down ideas and /or key words and new vocabulary e.g mind maps • Proof-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently and check for errors in 	<p>In addition to KS1 knowledge, children know how to plan their writing by:</p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Begin to group related material planning their use of paragraphs • In narratives, create settings, characters and plot • In non-narrative material, using 	<p>In addition to KS1 and Year 3 knowledge, children know how to plan their writing by:</p> <ul style="list-style-type: none"> • Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Recognise and use conventions for formal and informal writing • Adopt and sustain the appropriate perspective • Organise paragraphs around a theme 	<p>In addition to KS1 and lower KS2 knowledge, children know how to plan their writing by:</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • Noting and developing initial ideas, drawing on reading and research where necessary • Selecting appropriate grammar and vocabulary, understanding how such choices can 	<p>In addition to KS1, lower KS2 and Year 5 knowledge, children know how to plan their writing by:</p> <ul style="list-style-type: none"> • Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

WRITING SKILLS PROGRESSION

		spelling and punctuation <ul style="list-style-type: none"> Evaluating their writing with the teacher and other pupils 	simple organisational devices [for example, headings and sub-headings] <ul style="list-style-type: none"> Assess the effectiveness of their own and others' writing and suggest improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences 	<ul style="list-style-type: none"> In narratives, create settings, characters and plot (including speech, personality and actions) In non-narrative material, use simple organisational devices [for example, headings and sub-headings] Assess the effectiveness of their own and others' writing and suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proofread for spelling and 	<p>change and enhance meaning</p> <ul style="list-style-type: none"> In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Précising longer passages Using a wide range of devices to build cohesion within and across paragraphs Using some organisational and presentational devices to structure text and to guide the reader [for example, headings, 	<ul style="list-style-type: none"> Noting and developing initial ideas, drawing on reading and research where necessary Adopt and sustain the appropriate perspective Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Using a wide range of devices to build cohesion within and
--	--	--	---	--	--	---

WRITING SKILLS PROGRESSION

				<p>punctuation errors and sentence structure</p> <ul style="list-style-type: none"> Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>bullet points, underlining]</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the 	<p>across paragraphs</p> <ul style="list-style-type: none"> Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Effectively assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject
--	--	--	--	--	--	---

WRITING SKILLS PROGRESSION

					<div>appropriate register</div> <div><ul style="list-style-type: none">• Proofreading for spelling and punctuation errors</div>	<div>and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</div> <div><ul style="list-style-type: none">• Proofreading for spelling and punctuation errors</div>
--	--	--	--	--	---	---