



Writing Skills Progression:




- Writing overview –key skills in writing

Writing Overview (Skills Progression in Writing)

	Seedlings	Acorns	Ash	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Punctuation	Add some marks to drawings, for which give meaning to e.g. "That says mummy"	Write some letters from name Write my name	Use full stops, capital letters and finger spaces	Full stop Capital letter (I and names) Question mark Exclamation mark Finger spaces	Commas in a list Apostrophe for contraction Apostrophe for singular possession	Inverted commas	Apostrophe for plural possession Comma after fronted adverbial	Pair of dashes, commas and brackets for parenthesis Commas to avoid ambiguity	Colon Semi-colon Dash (single) Bullet points Hyphens
Sentence structure	Make marks on a picture to stand for name.	Write some initial sounds	Write simple sentences	'and' (to join phrases and clauses)	'and, or, but' co-ordinating conjunctions 'because, if, when' subordinating conjunctions Noun phrases 4 forms of sentence	'when, before, after, so, because' to show time, place, cause 'next, soon, therefore' adverbs 'before, after, during, because of' prepositions	Fronted adverbials Expanded noun phrases	Relative clauses Adverbs and modal verbs to indicate degrees of possibility	Active and passive form Subjunctive form
Coherence and Cohesion			Teacher can read sentences	As above Understanding what a sentence is	As above Understanding what the 4 forms of sentences are – statement, command, question, exclamation Present, past tense & progressive form of verbs	Introduce paragraphs Headings Sub headings Subordinate clauses Direct speech Present perfect form of verbs	Paragraphs/sections Dialogue to create character/ move the action on Choice of pronoun/noun to avoid repetition	Cohesive devices within a paragraph Adverbials of time to link ideas across paragraphs	Cohesive devices- repetition of a word/phrase, Adverbials Ellipsis Layout devices (bullets etc)

Composition and Effect	Enjoy drawing and writing on paper, on screen and on different textures, such as in sand or play dough	Imitate adults' writing by making continuous lines of shapes and symbols, from left to right	Read own sentences	High-quality texts Meaningful tasks Ownership encouraged Range of purposes (implicit)	High-quality texts Meaningful tasks Ownership encouraged Range of purposes (explicit) Audience identified where appropriate	High-quality texts Meaningful tasks Ownership developed Range of purposes (explicit) Audience & formality identified Language and sentence structure reflect formality	High-quality texts Meaningful tasks Ownership developed Range of purposes (explicit) Audience & formality identified Language and sentence structure reflect formality	High-quality texts Meaningful tasks Ownership embedded Range of purposes (explicit) Audience & formality identified Formality is maintained across writing – grammar, vocab and sentence structure	High-quality texts Meaningful tasks Ownership embedded Range of purposes (explicit) Audience & formality identified Formality is maintained across writing – grammar, vocab and sentence structure
Proof-reading & Editing			Read my own sentences	Say it, count it, write it, check it Modelled proof reading Modelled editing	Say it, count it, write it, check it Modelled & application of proof reading Modelled and application of editing	Scaffolded editing strips/tabs Proof reading exercises Proof reading skills embedded in own writing Suggest improvements for own and others' writing	Editing strips/tabs Proof reading exercises Proof reading skills embedded in own writing Suggest improvements for own and others' writing	Editing strips/tabs Proof reading exercises Proof reading skills embedded in own writing Suggest improvements for own and others' writing	Editing strips/tabs Proof reading exercises Proof reading skills embedded in own writing Suggest improvements for own and others' writing
Word classes					Adjective Adverb Noun Verb	Preposition Conjunction Word family	Determiner Pronoun Possessive pronoun	Revision of previous learning	Revision of previous learning

Spelling		I can orally segment single sound CVC words e.g.: c-a-t I can say the initial sounds in most words	I can spell CVC/CCVC/CCVCC words with sounds and letters I know I can spell red words I know	Plural suffixes 's', 'es' Verb suffixes 'ing, ed, er' Prefix 'un' Common exception words Spelling Appendix	Suffixes 'ness, er, est, ly' Adjectives 'ful, less' Homophones Common exception words Spelling Appendix	Prefixes 'super, anti, auto' Year group word list Spelling Appendix	Year group word list Spelling Appendix	Nouns & adjectives to verbs using suffixes 'ate, ise, ify' Verb prefixes 'dis, de, mis, over, re' Year group word list Spelling Appendix	Informal/formal vocabulary Synonyms & antonyms Year group word list Spelling Appendix
Handwriting			I can write most upper and lowercase letters correctly I can hold my pencil with a good trip grip and use it with control	Finger spaces Form letters in the correct direction, start and finish in the right place	Spacing Form letters of the correct size (relative to one another) Begin to use some of the diagonal and horizontal strokes Write capital letters correct size, orientation and relationship to one another	Diagonal and horizontal strokes that are needed to join letters Legibility Joined handwriting	Diagonal and horizontal strokes that are needed to join letters Legibility Joined handwriting	Legible Fluent Increasing speed	Legible Fluent Increasing speed

Reading and Writing Journey	READ	COMPREHENSION	ANALYSE	PLAN
				
DRAFT	WRITE	EVALUATE AND EDIT	PROOFREAD	READ ALOUD
