



Progression of Skills- Working at the Expected Standard.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Brilliant Basics	<p>After discussion with the teacher: write simple, coherent narratives about personal experiences and those of others (real and fictional)</p> <p>write about real events, recording these simply and clearly.</p>	<p>After discussion with the teacher: write simple, coherent narratives about personal experiences and those of others (real and fictional)</p> <p>write about real events, recording these simply and clearly.</p>	<p>The writing mainly makes sense</p> <p>Basic sentence punctuation is growing in consistency.</p> <p>Letter formation and placement is growing in accuracy</p> <p>Tense is mostly consistent (eg past tense in narrative/present in reports/instructions)</p>	<p>The writing mostly makes sense.</p> <p>Basic sentence punctuation correct the majority of the time.</p> <p>Letter formation and placement is mostly accurate</p> <p>Consistent Tense (eg past tense in narrative/present in reports/instructions)</p>	<p>The writing makes sense</p> <p>Basic sentence punctuation is in place</p> <p>Letter formation and placement is correct</p> <p>Consistent Tense</p> <p>Subject verb agreement</p>	<p>The writing makes sense</p> <p>Basic sentence punctuation</p> <p>Letter formation and placement is correct</p> <p>Consistent Tense</p> <p>Subject verb agreement</p>
Writing for a range of purposes	<p>write simple, coherent narratives about personal experiences and those of others (real and fictional)</p>	<p>write simple, coherent narratives about personal experiences and those of others (real and fictional)</p>	<p>The children begin to use the right language for the genre</p> <p>Beginning to write formally (eg choosing contraction use)</p> <p>Some evidence of extended writing (several paragraphs)</p>	<p>The children choose the right language for the genre Evidence of formal writing where the level of formality has been modelled. (eg choosing contraction use)</p> <p>Some evidence of extended writing (One page of A4 or more)</p>	<p>Confidently selecting structure, language and organisation of a text depending on audience and purpose</p> <p>Chose level of formality for a piece of writing and sustain it across the majority of the words</p> <p>Evidence of extended writing (one page of A4 or more)</p>	<p>The pupil can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</p> <p>Evidence of extended writing (one page of A4 or more). Narratives may be structured into chapters</p>
Within narratives	•	•	<p>Beginning to use mixed sentence lengths for effect (Longer for build-up, shorter for action)</p> <p>Beginning to use expanded noun phrases with pre-modifiers and prepositional phrases</p> <p>Figurative Language (e.g. similes)</p> <p>Begins to use different verbs for said In narratives,</p>	<p>Uses mixed sentence lengths are used for effect (Longer for build-up, shorter for action)</p> <p>Expanded noun phrases with pre-modifiers and prepositional phrases are used across pieces.</p> <p>Figurative Language (e.g. similes)</p> <p>Describe settings and character using expanded noun phrases</p>	<p>Beginning to use single and multi-clause sentence lengths for effect (Longer for build-up, shorter for action)</p> <p>Begin to use expanded noun phrases with pre and post-modifiers and prepositional phrases</p> <p>Use show not tell sentences to create mood</p>	<p>use single and multi-clause sentence lengths for effect (Longer for build-up, shorter for action)</p> <p>use expanded noun phrases with pre and post-modifiers and prepositional phrases</p> <p>In narratives, describe settings, characters and atmosphere</p> <p>Figurative Language is used effectively. Its use is</p>



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			integrate dialogue: Uses different verbs for said	Uses appropriate verbs to replace said in narratives	Figurative Language (similes/metaphors/personification) In narratives, integrate dialogue that: Uses different verbs and adverb verb combinations for said Begins to convey character	considered with the flow and context of the piece. (similes/metaphors/personification) In narratives, integrate dialogue that: Uses different verbs and adverb verb combinations for said Integrate dialogue in narratives to convey character and advance the action
Cohesion	•	Different sentence types: statement, question, exclamation, commands Expanded noun phrases Coordinating (or, and, but, so) and subordinating (when, if, that, because) conjunctions	Conjunctions (subordinating & co-ordinating) Use paragraphs to organise ideas Non-fiction: Heading/subheading	Pronoun or noun to aid cohesion Conjunctions (subordinating & co-ordinating) Paragraphs to organise ideas Non-fiction: Heading/subheading/columns Begin to use adverbials to show time, place, manner and reason (including fronted)	Pronouns or noun to aid cohesion Conjunctions (subordinating & co-ordinating) lexical cohesion Paragraphs are used to organise ideas and suitably linked Non-fiction: Heading/subheading/bullet points/columns Use adverbials to show time, place, manner and reason (including fronted)	Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs Use the following skills with increasing fluency and effect: -Pronouns -Conjunctions -lexical cohesion -Paragraphs are used to organise ideas and suitably linked. Non-fiction: Heading/subheading/bullet points/columns -Use adverbials to show time, place, manner and reason (including fronted)
Vocabulary and grammar	•	•	Beginning to select some ambitious appropriate vocabulary Some evidence of a range of different sentence openers e.g. adverbs, subordinate conjunction, 2 adjectives	Developing the range and level ambitious appropriate vocabulary used. Begin to use a range of different sentence openers e.g. -ing starter, fronted adverbial, subordinate conjunction	Ambitious appropriate vocabulary and technical/subject specific vocabulary to reflect the formality A range of different sentence openers e.g. -ing	Further embed the skills from year 5: Ambitious appropriate vocabulary and technical/subject specific vocabulary to reflect the formality



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			<p>Using sentences with different forms in their writing (Statements, questions, commands, exclamations)</p> <p>Adverbials to show time, place and manner</p>	<p>Some use of formal adverbials in appropriate genre/audience (e.g. Moreover)</p>	<p>starter, fronted adverbial, Subordinate conjunction are used.</p> <p>Formal Adverbials in appropriate genre/audience (e.g. Moreover)</p> <p>Use relative clauses beginning with a relative pronoun</p>	<p>A range of different sentence openers e.g. -ing starter, fronted adverbial, Subordinate conjunction are used.</p> <p>Formal Adverbials in appropriate genre/audience (e.g. Moreover)</p> <p>Use relative clauses beginning with a relative pronoun</p> <p>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</p>
Past and present tense	•	Use present and past tense correctly	Use verb tenses mainly consistently (Past and Present)	Use verb tenses mostly consistently	<p>Use verb tenses mostly consistently and correctly throughout the writing</p> <p>(including some evidence of perfect tense and subject verb agreement)</p> <p>Use adverbs and modal verbs to indicate degrees of possibility</p>	<p>Use verb tenses consistently and correctly throughout their writing</p> <p>(including some evidence of perfect tense and subject verb agreement)</p>
Punctuation	<p>Capital letters at the start of sentences</p> <p>Capital letters for names and I</p> <p>Full stops</p>	<p>Capital letters and full stops</p> <p>Exclamation marks</p> <p>Question marks</p> <p>Apostrophes for omissions</p> <p>Commas in a list</p>	<p>Inverted commas/Speech marks are mostly used correctly.</p> <p>Beginning to use commas for clarity (Subordinate Clauses)</p>	<p>Inverted commas/Speech marks are used for punctuate speech</p> <p>Commas for clarity are mostly consistent and used in a range of sentences (Clauses, fronted adverbials, Speech)</p>	<p>Inverted commas/Speech marks are accurate</p> <p>Commas for clarity (Clauses, fronted adverbials, Speech) and to avoid ambiguity with increasing accuracy</p>	<p>Inverted commas/Speech marks are accurate</p> <p>Apostrophes for contracted words and for possession with singular and plural nouns</p> <p>Brackets, dashes or commas to indicate parenthesis</p>



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		Apostrophes for singular possession	Use apostrophes for contraction singular possession Commas in a list are used mainly consistently.	Apostrophes for singular possession and some use of apostrophes for plural possession Commas in a list are used mainly consistently.	Apostrophes for singular possession and increasing accuracy when using apostrophes for plural possession Use brackets, dashes or commas to begin to indicate parenthesis Beginning to use : and ;	Commas to clarify meaning and avoid ambiguity are accurate. Use of colons and semi-colons where appropriate.
Spelling	Adding –s and –es (dogs, wishes) Prefix –un (unkind, untie) Spell most of the Year 1 Common Exception Words correctly Use Fred Fingers to sound out	Use Fred Fingers to sound out Suffixes to form new words: -ful, -er, -ness, -ly, -est Contracted words Spell most of the Year 1 and 2 Common Exception Words correctly.	Spell <i>most</i> Year 2 common exception words correctly Spell correctly <i>some</i> words from the Year 3 / 4 spelling list	Spell most words correctly (Year 3-4)/HFW Spelling Patterns that link Spell simple homophones and near homophones mostly correctly	Spell correctly <i>most</i> words from the year Y3/4 word list Spell correctly <i>some</i> words from the year Y5/6 word list	Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary
Handwriting	Finger spaces Form letters clearly and in the correct direction	form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters using spacing between words that reflects the size of the letters	Begin to use legible joined up handwriting for most letters. (LETTERS RIGHT SIZE LEGIBLE)	Improving writing by making additions and revisions	Evidence of legible joined up handwriting Improve writing by making additions and revisions to vocabulary, grammar and punctuation.	Maintain legibility in joined handwriting when writing at speed.2