

**Early Learning Goal:** Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

## Year 1 Progression Overview

Skills	Knowledge	Vocabulary	Starting Year 2, children are able to
<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>★ Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>★ Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>★ Form capital letters.</li> <li>★ Form digits 0-9.</li> <li>★ Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>★ Write sentences by: saying out loud what they are going to write about.</li> <li>★ Composing a sentence orally before writing it.</li> <li>★ Sequencing sentences to form short narratives.</li> <li>★ Re-reading what they have written to check that it makes sense. discussing what they have written with the teacher or other pupils</li> <li>★ Reading aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul> <p><b>Vocabulary, grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>★ Develop their understanding of the concepts set out in English Appendix 2.</li> <li>★ Leave spaces between words. Join words and joining clauses using and.</li> <li>★ Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> <li>★ Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</li> <li>★ Learn the grammar for year 1 in English Appendix 2.</li> <li>★ Use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>	<p>Reading a variety of key stage specific text types and genres.</p> <p>The knowledge acquired from these reading for pleasure experiences and the discrete teaching of the outlined vocabulary, grammar and punctuation will provide children with a sound platform to write at age related expectations.</p> <p>Understanding and retaining previous year groups expectations and skills</p>	<ul style="list-style-type: none"> <li>★ Letter</li> <li>★ Capital letters</li> <li>★ Full stops</li> <li>★ Finger spaces</li> <li>★ Sequencing</li> <li>★ Singular Plural</li> <li>★ Punctuation</li> <li>★ Question mark</li> <li>★ Exclamation mark</li> </ul>	<p><b>Handwriting</b></p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place. Use spacing between words.</p> <p><b>Composition</b></p> <p>Write sentences that are sequenced to form a short narrative (real or fictional).</p> <p><b>Vocabulary, grammar and punctuation</b></p> <p>Demarcate some sentences with capital letters and full stops Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others. Spell some common exception words</p>

## Year 2 Progression Overview

Skills	Knowledge	Vocabulary	Starting Year 3, children are able to
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### Handwriting

- ★ Form lower-case letters of the correct size relative to one another.
- ★ Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- ★ Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- ★ Use spacing between words that reflects the size of the letters.

### Composition

Develop positive attitudes towards and stamina for writing by:

- ★ Writing narratives about personal experiences and those of others (real and fictional). Writing about real events. Writing poetry.
- ★ Writing for different purposes. Consider what they are going to write before beginning by: Planning or saying out loud what they are going to write about. Writing down ideas and/or key words, including new vocabulary.
- ★ Encapsulating what they want to say, sentence by sentence.
- ★ Make simple additions, revisions and corrections to their own writing by:
- ★ Evaluating their writing with the teacher and other pupils.
- ★ Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
- ★ Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].
- ★ Read aloud what they have written with appropriate intonation to make the meaning clear.

### Vocabulary, grammar and punctuation

Develop their understanding of the concepts set out in English Appendix 2 by:

Reading a variety of key stage specific text types and genres. The knowledge acquired from these reading for pleasure experiences and the discrete teaching of the outlined vocabulary, grammar and punctuation will provide children with a sound platform to write at age related expectations.

Understanding and retaining previous year groups expectations and skills.

### All KS1 Vocabulary and

- ★ Proof-read
- ★ Edit
- ★ Question marks
- ★ Exclamation marks
- ★ Commas for lists
- ★ Conjunctions subordinate
- ★ Conjunctions coordinating
- ★ Past
- ★ Present
- ★ Future
- ★ Present progressive
- ★ Past progressive
- ★ Purpose
- ★ Audience
- ★ Genre
- ★ Noun phrases
- ★ Effective coherence
- ★ Apostrophe possession (singular)
- ★ Apostrophe contraction
- ★ Statement
- ★ Question
- ★ Exclamation
- ★ Command

### Handwriting

Form letters correctly and consistently

### Composition, vocabulary, grammar and punctuation

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation (capital letters, full stops, exclamation marks, question marks)

<ul style="list-style-type: none"> <li>★ Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul> <p>Learn how to use:</p> <ul style="list-style-type: none"> <li>★ Sentences with different forms: statement, question, exclamation, command.</li> <li>★ Expanded noun phrases to describe and specify [for example, the blue butterfly].</li> <li>★ The present and past tenses correctly and consistently including the progressive form.</li> <li>★ Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</li> <li>★ The grammar for year 2 in English Appendix 2.</li> <li>★ Some features of written Standard English.</li> <li>★ Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>			
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## Year 3 Progression Overview

Skills	Knowledge	Vocabulary	Starting Year 4 , children are able to
<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>★ Increase legibility, consistency and quality of their handwriting (writing spaced efficiently and ascenders and descenders are correctly formed)</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>★ Draft, proof-read, edit and rewrite in line with Ashton Keynes' pink pen policy.</li> <li>★ Structure writing using paragraphs organised around a theme. Use simple devices to structure the writing and support the reader. (headings, subheadings, bullet points)</li> <li>★ Describe settings, characters and atmosphere appropriately and effectively including dialogue.</li> <li>★ Read aloud own writing to a group using intonation, tone and volume.</li> </ul> <p>Vocabulary, grammar and punctuation</p>	<p>Reading a variety of key stage specific text types and genres. The knowledge acquired from these reading for pleasure experiences and the discrete teaching of the outlined vocabulary, grammar and punctuation will provide children with a sound platform to write at age related expectations.</p> <p>Understanding and retaining previous year groups expectations and skills.</p>	<p>All Key Stage one vocabulary and</p> <ul style="list-style-type: none"> <li>★ Draft</li> <li>★ Paragraph</li> <li>★ Heading</li> <li>★ Sub-heading</li> <li>★ Structure</li> <li>★ Dialogue</li> <li>★ Direct speech</li> <li>★ Speech marks</li> <li>★ Present perfect tense</li> <li>★ Fronted adverbials</li> <li>★ Cohesion</li> </ul>	<p><b>Handwriting</b> Joined handwriting should be common practise.</p> <p><b>Composition ,Vocabulary, grammar and punctuation</b> Pupils should be able to write down their ideas with increased accuracy and punctuation. Pupils should evaluate and edit more effectively to improve their writing based on grammatical choices and fluency.</p>

<ul style="list-style-type: none"> <li>★ Use a wider range of conjunctions (if, because, when, although) in their writing to form sentences with more than one clause.</li> <li>★ Begin to use the present perfect form of verbs.</li> <li>★ Use fronted adverbials with correct punctuation to vary sentence structure.</li> <li>★ Introduce direct speech and correct punctuation.</li> </ul>			
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<h2 style="color: #4F81BD; margin: 0;">Year 4 Progression Overview</h2>			
Skills	Knowledge	Vocabulary	Starting Year 5, children are able to
<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>★ Embed legibility, consistency and quality of their handwriting (writing spaced efficiently and ascenders and descenders are correctly formed)</li> <li>★ If appropriate, children should write with pen</li> </ul> <p><b>Composition.</b></p> <ul style="list-style-type: none"> <li>★ Write for a range of purposes.</li> <li>★ Use paragraphs to organise ideas (cohesion, adverbials).</li> <li>★ Use KS1 and Year 3 punctuation correctly.</li> <li>★ Spell most words correctly from year 3 / 4 spelling list.</li> </ul> <p><b>Vocabulary, grammar and punctuation.</b></p> <ul style="list-style-type: none"> <li>★ Use prepositions to express time and cause.</li> <li>★ Indicate possession by using the possessive apostrophe.</li> <li>★ Embed direct speech and correct punctuation.</li> </ul>	<p>Reading a variety of key stage specific text types and genres. The knowledge acquired from these reading for pleasure experiences and the discrete teaching of the outlined vocabulary, grammar and punctuation will provide children with a sound platform to write at age related expectations.</p> <p>Understanding and retaining previous year groups expectations and skills</p>	<p>All KS1 and Year 3 vocabulary and...</p> <ul style="list-style-type: none"> <li>★ Composition Clause <i>Main Subordinate</i></li> <li>★ Pronouns</li> <li>★ Synonyms</li> <li>★ Antonyms</li> <li>★ Main clause</li> <li>★ Independent clause</li> <li>★ Subordinate clauses</li> <li>★ Apostrophe possession (plural)</li> <li>★ Apostrophe contraction</li> </ul>	<p><b>Handwriting</b> Joined and consistently legible handwriting should be the norm.</p> <p><b>Composition, Vocabulary, grammar and punctuation</b> Pupils should be including more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech.</p> <p>Pupils should be meeting the 'Working towards the expected standard' as detailed in the KS2 framework. See below.</p>

## Year 5 Progression Overview

Skills	Knowledge	Vocabulary	Starting Year 6, children are able to
<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>★ Handwriting is legible, consistently joined and all letters are correctly formed.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>★ Write for a range of purposes and audiences e.g. first person - diary, third person - newspaper.</li> <li>★ Integrate dialogues in narratives to convey character and advance the action.</li> <li>★ Use a range of devices to build cohesion (pronouns and synonyms) within and across paragraphs.</li> <li>★ Use verb tense correctly and consistently.</li> <li>★ Use the consistent and correct verb tense throughout a piece of writing.</li> <li>★ Use correct subject and verb agreement when using singular and plural.</li> </ul> <p><b>Vocabulary, grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>★ Use modal verbs to suggest degrees of possibility.</li> <li>★ Spell most words correctly from the year 5 / 6 spelling list.</li> <li>★ Use expanded noun phrases to convey complicated information concisely.</li> <li>★ Use relative clauses, relative embedded clauses and relative pronouns.</li> <li>★ Use brackets, dashes and commas to indicate parenthesis.</li> <li>★ Use colons to introduce lists.</li> <li>★ Punctuate bullet points consistently.</li> <li>★ Use hyphens to avoid ambiguity.</li> </ul>	<p>Reading a variety of key stage specific text types and genres. The knowledge acquired from these reading for pleasure experiences and the discrete teaching of the outlined vocabulary, grammar and punctuation will provide children with a sound platform to write at age related expectations.</p> <p>Understanding and retaining previous year groups expectations and skills</p>	<p>All KS1 and LKS2</p> <ul style="list-style-type: none"> <li>★ Modal verbs</li> <li>★ Possibility</li> <li>★ Certainty</li> <li>★ Brackets</li> <li>★ Dashes</li> <li>★ Hyphen</li> <li>★ Parenthesis</li> <li>★ Expanded noun phrases</li> <li>★ Relative clauses</li> <li>★ Relative embedded clauses.</li> <li>★ Relative pronouns</li> <li>★ Bullet points</li> <li>★ Colons</li> <li>★ Semi-colons</li> </ul>	<p><b>Handwriting</b></p> <p>Joined and consistently legible handwriting should be the norm.</p> <p><b>Composition ,Vocabulary, grammar and punctuation</b></p> <p>Pupil's grammar and punctuation should be broadly accurate. Vocabulary should be ambitious to enhance the effectiveness of their writing.</p> <p>Pupils should be meeting most of the statements within 'the expected standard' as detailed in the KS2 framework. See below.</p>

## Year 6 Progression Overview

Skills	Knowledge	Vocabulary	Starting Year 6, children are able to
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<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>★ Handwriting is legible, consistently joined and all letters are correctly formed.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>★ Select vocabulary and grammatical structures appropriate to the level of formality of the writing (contracted forms, passive verbs).</li> <li>★ Evaluate the effectiveness of their own and others' writing, proposing changes where appropriate.</li> <li>★ Use the consistent and correct verb tense throughout a piece of writing.</li> <li>★ Use correct subject and verb agreement when using singular and plural, choosing an appropriate register.</li> <li>★ Use a range of multi-clause sentences within pieces of writing.</li> </ul> <p><b>Vocabulary, grammar and punctuation</b></p> <ul style="list-style-type: none"> <li>★ Spell all words correctly from the year 5 / 6 spelling list.</li> </ul> <p>If appropriate in the piece of writing:</p> <ul style="list-style-type: none"> <li>★ Include the subjunctive form in formal pieces of writing.</li> <li>★ Use passive verbs and the present perfect form of a verb.</li> <li>★ Use semi-colons, colons or dashes to mark boundaries between independent clauses.</li> </ul> <p><b>Some pupils can (GD):</b></p> <ul style="list-style-type: none"> <li>★ Draw independently on what they have read as models for their own writing.</li> <li>★ Exercise assured and conscious control over levels of formality.</li> <li>★ Distinguish the language of speech and writing choosing an appropriate register.</li> </ul>	<p>Reading a variety of key stage specific text types and genres. The knowledge acquired from these reading for pleasure experiences and the discrete teaching of the outlined vocabulary, grammar and punctuation will provide children with a sound platform to write at age related expectations.</p> <p>Understanding and retaining previous year groups expectations and skills</p>	<p>All KS1 and LKS2 and year 5</p> <ul style="list-style-type: none"> <li>★ Levels of formality</li> <li>★ Formal</li> <li>★ Informal</li> <li>★ Register</li> <li>★ Passive and active voice</li> <li>★ Multi-clause</li> <li>★ Subjunctive form</li> </ul>	<p><b>Handwriting</b></p> <p>Handwriting should be consistently legible and joined. The majority of pupils should be writing with pen at this stage.</p> <p><b>Composition ,Vocabulary, grammar and punctuation</b></p> <p>Pupil's grammar and punctuation should be broad and accurate embedded within sufficiently fluent and effortless writing. Vocabulary should be ambitious to enhance the effectiveness of their writing.</p> <p>Pupils are meeting all statements outlines in 'the expected standard' as detailed in the KS2 framework. See below.</p>
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End of KS1 framework:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/740343/201819\\_teacher\\_assessment\\_frameworks\\_at\\_the\\_end\\_of\\_key\\_stage\\_1\\_WFBHO.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/740343/201819_teacher_assessment_frameworks_at_the_end_of_key_stage_1_WFBHO.pdf)

End of KS2 framework:

[https://dera.ioe.ac.uk/31092/1/Teacher\\_assessment\\_frameworks\\_at\\_the\\_end\\_of\\_key\\_stage\\_2\\_for\\_use\\_from\\_the\\_2018\\_to\\_2019\\_academic\\_year\\_onwards.pdf](https://dera.ioe.ac.uk/31092/1/Teacher_assessment_frameworks_at_the_end_of_key_stage_2_for_use_from_the_2018_to_2019_academic_year_onwards.pdf)