



Writing Attainment: Progression of Skills

Writing Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1) Presenting neatly	<p>I can hold my pencil well to form recognisable letters.</p> <p>I can write words and sentences that can be read by other people.</p>	<p>I can hold a pencil correctly.</p> <p>I can use handwriting families to form lower case letters correctly.</p> <p>I can form capital letters and digits 0-9.</p>	<p>I can consistently form letters which are the correct size.</p> <p>I begin to use joins in my writing.</p> <p>I can form capital letters correctly which are different in size and spacing to lower case letters.</p>	<p>I can correctly join letters together.</p> <p>I can present work neatly in the way I have been asked.</p>	<p>I can correctly join letters together.</p> <p>I can choose which letters are best left un-joined.</p> <p>I can consistently present work neatly in the correct format.</p>	<p>I can join my writing legibly and fluently.</p> <p>I can write with different writing tools neatly where appropriate.</p>	<p>I can always join my writing legibly and write fluently with increasing speed.</p> <p>I can choose which writing tool is appropriate to use for different purposes.</p>
2) Applying spelling and phonics	<p>I can write words using the sounds I know.</p> <p>I can spell some tricky words correctly.</p>	<p>I can use the phonemes and graphemes I know when spelling words. (see Appendix A)</p> <p>I can spell tricky words from phase 2 to 5.</p> <p>I can spell the days of the week.</p> <p>I can spell the Year 1 words correctly.</p> <p>I can add prefixes and suffixes using the spelling rule for –s and –es.</p> <p>I can use the prefix –un.</p> <p>I can use the suffix –ing, –ed and –est where no change is needed for the spelling of the root word.</p> <p>I can name letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound.</p>	<p>I can spelling by segmenting spoken words into phonemes and representing these by graphemes.</p> <p>I can spelling by learning new ways of spellings phonemes for which one or more spellings are already known.</p> <p>I can spell homophones and near homophones.</p> <p>I can add suffixes to spell longer words (e.g. -ment, -ness, -ful, -less, -ly)</p> <p>I can spell common exception words correctly.</p> <p>I can learn to spell words with contracted forms.</p> <p>I can spell words with the possessive apostrophe,</p>	<p>I can understand the rules for adding prefixes and suffixes.</p> <p>I can spell further homophones and near homophones.</p> <p>I can place the possessive apostrophe accurately (singular) and begin to use it for irregular plurals. E.g. children’s</p> <p>I can spell the Year 3 words correctly.</p> <p>I can begin to use the first two or three letters in a word to check its spelling in a dictionary.</p>	<p>I can use the first three letters of a word to check the spelling in a dictionary.</p> <p>I can place the possessive apostrophe accurately (singular) and begin to use it for irregular plurals. E.g. children’s</p> <p>I can spell the Year 4 words correctly.</p> <p>I can use the first two or three letters in a word to check its spelling in a dictionary.</p>	<p>I can distinguish between homophones and other words which are often confused.</p> <p>I can use spelling rules to add prefixes and suffixes.</p> <p>I can spell some words with silent letters. (e.g. knight)</p> <p>I can use a dictionary to check meanings and spellings using my knowledge of etymology and morphology.</p> <p>I can use a thesaurus.</p> <p>I can spell most of the Year 5/6 words correctly.</p>	<p>I can apply spelling rules across my writing.</p> <p>I can use a dictionary to check meanings and spellings using my knowledge of etymology and morphology.</p> <p>I can spell some words with silent letters. (e.g. knight)</p> <p>I can use a thesaurus.</p> <p>I can spell all of the Year 5/6 words correctly.</p>
3) Choosing words and developing my vocabulary	<p>I can choose words for events that have happened, are happening now and will happen.</p> <p>I can use words I have heard in books and discussions.</p>	<p>I can learn new words from my reading and listening.</p> <p>I can begin to use these new words in my writing.</p>	<p>I can use adjectives in noun phrases.</p> <p>I can learn and use new words in my writing effectively.</p>	<p>I can use synonyms for commonly used words, e.g. said, big.</p> <p>I can use adjectives and adverbs correctly to give description.</p> <p>I can use a dictionary and thesaurus with support.</p> <p>I can begin to use the present perfect form.</p>	<p>I can use the present perfect form of verbs correctly.</p> <p>I can choose nouns or pronouns appropriately for clarity and to avoid repetition.</p> <p>I can use a dictionary and thesaurus to develop my vocabulary</p>	<p>I can confidently use a thesaurus and dictionary to check meanings.</p> <p>I can recognise expanded noun phrases and use them in my writing.</p> <p>I can recognise and use modal verbs.</p> <p>I can recognise and use adverbs to indicate degree of possibility.</p> <p>I can recognise and use relative pronouns and relative clauses.</p>	<p>I can use and identify modal verbs and adverbs to show degrees of possibility and explain their effect.</p> <p>I can confidently select and use interesting and appropriate vocabulary for specific genres.</p> <p>I can confidently recognise and use expanded noun phrases to develop description.</p>

4) Writing sentences and joining clauses	<p>I can write sentences that make sense.</p>	<p>I can join two words with and.</p> <p>I can join two sentences with and.</p> <p>I can start to write statements, questions, exclamations and commands.</p>	<p>I can write statements, questions, exclamations and commands.</p> <p>I can use conjunctions in writing for subordination and coordination.</p> <p>I can be consistent writing in the past and present tense, including the progressive form.</p>	<p>I can extend sentences using a wider range of conjunctions, including when, if, because, although.</p> <p>I can begin to use conjunctions, adverbs and prepositions to express time and cause.</p>	<p>I can use a wide range of conjunctions to extend my sentences with more than one clause.</p> <p>I can use fronted adverbials to open my sentences.</p> <p>I can confidently use adverbs and prepositions to express time and cause.</p>	<p>I can link between sentences with adverbials.</p> <p>I can confidently use a range of conjunctions.</p> <p>I can link across paragraphs with adverbials.</p>	<p>I can use a range of conjunctions and adverbials to link and extend ideas.</p>
5) Punctuating sentences	<p>I can use finger spaces in between my words.</p> <p>I can put a full stop at the end of my sentences.</p>	<p>I can consistently use finger spaces between words.</p> <p>I can start sentences with a capital letter and end with a full stop, question mark or exclamation mark.</p> <p>I can use a capital letter for names, places, days of the week and I.</p>	<p>I can consistently use full stops and capital letters.</p> <p>I can use exclamation marks and question marks.</p> <p>I can use commas in a list.</p> <p>I can use apostrophes for singular possession and contraction</p>	<p>I can punctuate sentences consistently and accurately, selecting capital letters, full stops, exclamation marks or question marks.</p> <p>I can use commas in a list.</p> <p>I can punctuate direct speech using inverted commas.</p>	<p>I can use commas after fronted adverbials.</p> <p>I can use commas to separate dialogue from narration.</p> <p>I can correctly use inverted commas to punctuate direct speech.</p> <p>I can begin to use embedded clauses.</p>	<p>I can use commas to make the meaning of my writing clear.</p> <p>I can use commas, dashes or brackets to indicate parenthesis.</p> <p>I can use colons to introduce a list.</p> <p>I can punctuate bullet points consistently.</p>	<p>I can use commas to clarify meaning and avoid ambiguity.</p> <p>I can consistently and accurately use brackets, dashes or commas to indicate parenthesis.</p> <p>I can use semi-colons, colons or dashes to mark boundaries between independent clauses.</p> <p>I can punctuate bullet points consistently.</p> <p>I can use hyphens to avoid ambiguity.</p>
6) Choosing what to write	<p>I can write for different reasons, e.g. a shopping list, a card or a story.</p>	<p>I can write for different purposes including real events, poetry, fiction and non-fiction.</p> <p>I can write using my imagination.</p>	<p>I can use my opinion to write about my own experiences.</p> <p>I can use other stories and events to inspire my writing.</p> <p>I can write for different purposes e.g. real events, narrative, poetry.</p>	<p>I can choose nouns or pronouns appropriately to avoid repetition.</p> <p>I can write for different purposes and audiences.</p>	<p>I can choose the appropriate style of writing.</p> <p>I can begin to change my use of language for different purposes</p>	<p>I can adapt my writing for different purposes and audiences.</p> <p>I can change my use of language for different purposes and audiences.</p>	<p>I can identify the audience and purpose for my writing.</p> <p>I can use similar writing as models for my own writing.</p>
7) Planning and discussing my writing	<p>I can hold ideas in my head.</p> <p>I can say ideas out loud before I write them down.</p>	<p>I can talk about the topic I am going to write about.</p> <p>I can think of a sentence and share it out loud before I write it.</p>	<p>I can plan what I am going to write about.</p> <p>I can record my ideas for writing using keywords and new vocabulary.</p> <p>I can say what I want to write, sentence by sentence.</p>	<p>I can understand the features of similar writing to help me plan and draft my own writing.</p> <p>I can plan and draft my writing on a given format.</p> <p>I can independently plan my writing using keywords and phrases.</p>	<p>I can discuss writing of a similar genre in order to plan and draft my own writing.</p> <p>I can plan and draft my writing on a range of formats.</p> <p>I can plan my writing using brief notes</p>	<p>I can discuss author's' use of character and plot development to inform my own planning.</p> <p>I can use a range of writing structures to plan and draft my work independently.</p> <p>I can create and use precise notes to inform my writing.</p>	<p>I can use a range of sources to draft and develop my ideas.</p> <p>I can independently select the most appropriate writing structure to plan my work.</p> <p>I can reference notes and summaries from prior work to inform planning</p>

8) Structuring and organising my writing	<p>I can organise my ideas so that I know what to write.</p> <p>I can stick to my ideas while I am writing.</p>	<p>I can write a sequence of sentences to tell a short story.</p> <p>I can use conjunctions to link a sequence of sentences.</p>	<p>I can write groups of sentences to develop an idea.</p> <p>I can organise my ideas using key features of a text.</p>	<p>I can structure sentences to create paragraphs.</p> <p>I can structure my paragraphs in a logical order.</p> <p>I can structure my writing using non-fiction features</p>	<p>I can link my ideas within paragraphs.</p> <p>I can link paragraphs using simple adverbials.</p> <p>I can link opening and endings of my work.</p> <p>I can structure a range of writing using non-fiction features.</p>	<p>I can build cohesion between paragraphs using a range of devices.</p> <p>I can use tenses consistently across my writing.</p> <p>I can write using a range of structures</p>	<p>I can write with cohesion across a range of writing.</p> <p>I can use a range of organisational and presentational features suited to the genre to guide the reader.</p> <p>I can summarise longer passages.</p>
9) Giving detail and engaging the reader	<p>I can use new words that I have learnt in my writing.</p>	<p>I can use adjectives in my writing.</p>	<p>I can think about the reader when writing.</p> <p>I can read my writing to others with appropriate expression.</p>	<p>I can select appropriate language to describe characters and settings.</p> <p>I can read aloud my own writing, to a group or whole class, using appropriate intonation.</p>	<p>I can use embedded clauses to give the reader more information.</p> <p>I can use figurative language to describe characters, settings and plot.</p>	<p>I can select precise language to describe characters and settings understanding how such choices can change and enhance meaning.</p> <p>I can create tension and suspense using different tools and dialogue to convey character and advance the action.</p>	<p>I can use appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>I can describe settings, characters and atmosphere by using expanding noun phrases, relative clauses and dialogue to convey character and advance the action.</p> <p>I can ensure my writing maintains the style of the genre.</p>
10) Improving and editing my writing	<p>I can talk about my writing.</p> <p>I can read my writing.</p>	<p>I can re-read what I have written to check that it makes sense.</p> <p>I can go back and, with support, put in missing punctuation that has been highlighted.</p> <p>I can discuss what I have written with the teacher.</p> <p>I can read aloud my writing clearly enough to be heard by my peers and teacher.</p>	<p>I can re-read my writing and check for missing punctuation with the support of my peers and teacher.</p> <p>I can begin to make simple additions, revisions and proof read corrections in my work.</p>	<p>I can proof-read my work and others' to ensure it makes sense.</p> <p>I can evaluate and edit my work and begin to suggest improvements.</p>	<p>I can proof-read my work in order to identify spelling and punctuation errors as I write.</p> <p>I can redraft my work by making improvements from feedback and suggestions given.</p>	<p>I can evaluate and edit my work by:</p> <p>Assessing the effectiveness of my own and others writing.</p> <p>Proposing changes to vocabulary grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensuring the consistent and correct use of tense.</p> <p>Ensuring the correct subject and verb agreement when using singular and plural, distinguishing between the languages of speech and using the appropriate register.</p> <p>Proof-reading for spelling and punctuation errors</p>	<p>I can evaluate and edit my work by:</p> <p>Assessing the effectiveness of my own and others writing.</p> <p>Proposing changes to vocabulary grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensuring the consistent and correct use of tense.</p> <p>Ensuring the correct subject and verb agreement when using singular and plural, distinguishing between the languages of speech and using the appropriate register.</p> <p>Proof-reading for spelling and punctuation errors.</p>