

Progression of skills and knowledge for Writing – Potley Hill Primary School

EYFS 30 – 50 months 40 – 60 months Early Learning Goals	Purpose and impact Structure and shape Sentence structure Tense Vocabulary Handwriting	Writer's technique Conjunctions/Complex sentences Adverbs/adverbial phrases Spelling Punctuation Planning, drafting, evaluating, editing and proof-reading	Bold = KPIs for the year group
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Purpose and Impact

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can talk about a story or about an event. I can add detail when I retell. I can write left to right. I can invent writing ideas. I can write my own name and other things such as labels, captions etc.	I can write stories and recounts. I can use topic words. I know why different writing is important.	My ideas are interesting for stories. My ideas are factual for non-fiction. I sometimes include my view in writing. I can include key features in my writing.	I can write 2 to 3 story sentences on one idea. I can write 2 to 3 non-fiction sentences on one idea. I can express my viewpoint e.g I believe I can include the main features of a story/text type. I can ensure my writing makes sense.	I can add detail to my ideas. I can maintain a point of view. I can include all the features of a genre/text type appropriately. I can create intriguing narratives and more complicated non-fictions e.g. persuasive leaflet.	I can develop imaginative and logical ideas which include setting, characters and atmosphere. I can make a clear point of view and elaborate. I can include all genre features or adapt deliberately. I can create complicated narratives and non-fictions.	I can tell a story with imaginative flair(including characters, setting and atmosphere), and with control and direction in non-fiction. I can convey a convincing viewpoint using another's point of view to support or contrast my own. I can challenge the reader's interest through style and feature choices. I can manipulate well-known genres for different effects.

Structure and Shape

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can include character names in stories and 'I' in recount. I can write ideas about things I like.	I can include story words e.g Once upon a time... I can order writing using numbers, time, words, phrases.	I can include information and description to interest the reader.	I can create flow by using pronouns, linking phrases and referencing points already made. I can group ideas	I can organise my writing with a clear beginning, middle and end. I can write sentences that lead on from	I can organise my writing so it reflects different paces in story, or evidence in non-fiction. I can start a new	I can navigate a reader through a text in a logical way or change this deliberately e.g. flashforward or opposing viewpoints.

	<p>I can repeat key words.</p> <p>I can attempt to group ideas together.</p> <p>I can write related sentences linked by pronouns or conjunctions e.g. he, she, and.</p>	<p>I can order my writing using line breaks and numbers.</p> <p>I can group main ideas together.</p>	<p>together sometimes and create paragraphs.</p> <p>I can use headings and sub-headings.</p> <p>I can use openings in stories and non-fiction e.g. 'Early one morning...'/ 'Whales are the largest creatures'.</p> <p>I can use closing in stories and non-fiction e.g. Eventually....., Ultimately.....</p>	<p>previous sentences.</p> <p>I can start a new paragraph organising idea around a theme.</p> <p>I can use pronouns and nouns within and across sentences to aid readability.</p> <p>I can use exciting openings to capture the reader's attention.</p> <p>I can use dramatic endings in stories and strong conclusions in non-fiction.</p>	<p>paragraph to show change in time, place, event or person.</p> <p>I can use words and phrases to build links within paragraphs e.g. then, after, that, this.</p> <p>I can link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before).</p> <p>I can use devices to structure text and to guide the reader (eg, headings, bullet points, underlining).</p>	<p>I can use a range of layout devices e.g. columns, bullets, tables etc.</p> <p>I can consistently use paragraphs across the whole text.</p> <p>I can link ideas across paragraphs using a wide range of devices e.g. repetition of words, ellipsis at the end of a section, adverbials.</p>
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Sentence Structure

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can use pictures to add meanings.</p> <p>I can write some words and phrases.</p> <p style="color: blue;">I can attempt to write short sentences in meaningful contexts.</p> <p style="color: green;">I can write simple sentences which can be read back by myself and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>I can write simple words/phrases.</p> <p>I can start sentences with 'I'.</p> <p>I can start sentences with a name.</p> <p>I can start sentences in different ways.</p>	<p>I can use statements, questions, exclamations and commands.</p> <p>I can ask the reader a question.</p> <p>I can include adventurous adjectives e.g not colour or repetitive.</p> <p>I can write long sentences.</p> <p>I can write short sentences.</p>	<p>I can use one word in isolation to grab the reader's attention e.g. Stop!</p> <p>I can add increasing detail into descriptions e.g. precise verbs, descriptive noun phrases.</p> <p>I can use prepositions that indicate position in a place or an environment e.g. in, on, behind, under.</p>	<p>I can ask rhetorical questions to involve the reader.</p> <p>I can use more complicated noun phrases e.g. The beautiful lady with the yellow bun</p>	<p>I can create different emphasis through the word order and choice in sentences.</p> <p>I can mix short and long sentences to change the pace for the reader.</p>	<p>I can choose whether to be formal or informal in my writing, and use appropriate vocabulary (find out – discover, ask for-request, go in-enter).</p> <p>I can use a range of simple, compound and complex sentences.</p> <p>I can use the passive voice to hide the 'doer' of the action: e.g. The gun was removed from the cabinet.</p>

		I can start sentences in different ways e.g One day.... I can include noun phrases e.g big, red, hat.				I can integrate dialogue in stories to convey character and advance the action.
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Tense

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	I can use the correct tense.	I can use present and past tense e.g. is drumming, was shouting I can show actions in progress e.g. they were jumping (verbs in continuous form).	I can use present perfect verbs e.g. He has gone to the shops.	I can use standard English verbs e.g. I did, we were.	I can use tense choices to support cohesion e.g. He had seen her before.	I can use the subjunctive form e.g. The teacher insists that you are on time. I can use verb tenses correctly and consistently throughout my writing.

Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can use ambitious words in my writing (appropriate to my age).	I can use speech-like words. I can use adjectives to describe shape, colour, size and emotion. I can use ambitious words in my writing (appropriate to my age).	I can choose appropriate words for my writing. I can write sentences that include adjectives and adverbs. I can use ambitious words in my writing (appropriate to my age).	I can choose words because they create effect. I can use ambitious words in my writing (appropriate to my age).	I can make interesting and varied language choices. I can use ambitious words in my writing (appropriate to my age).	I can use particular vocabulary for effect or emphasis e.g. technical terminology, vivid language. I can use ambitious words in my writing (appropriate to my age).	I can use precise vocabulary for desired effects. I can use ambitious words in my writing (appropriate to my age).

Punctuation

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	I try to use capital letters, full stops, question and exclamation marks. I can use capital letters for names and 'I'.	I can use full stops, capital letters, commas in a list, question marks and exclamation marks. I can use apostrophes to	I can begin to use inverted commas to punctuate direct speech. I can begin to include other direct speech	I can use all correct direct speech punctuation e.g. inverted commas, commas, new line etc.	I can use brackets, dashes or commas to indicate parenthesis. I can use commas to clarify meaning or avoid ambiguity e.g. 'Let's eat	I can use semi-colon, colon and dash to show independent clauses. I can use a colon to introduce a list and a semi-colon within a

		show omission e.g can't, we'll, should've. I can use an apostrophe to show singular belonging to e.g. the girl's bag.	punctuation e.g. comma, capital letter.	I can mark plural possession using an apostrophe e.g. The boys' names. I can use a comma after an adverbial phrase.	Granddad' or 'Let's eat, Granddad'.	list. I can use bullet points to list information. I can use hyphens to avoid ambiguity e.g. recover or re-cover.
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Writer's techniques

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can add in sound words e.g. Crash!	I can use onomatopoeia e.g. Splash! I can use alliteration e.g. big, blue bucket.	I can use rhyme for effect e.g. Sally was slipping and flipping. I can use repetition that follows story patterns e.g. jump jump as high as you can.	I can use repetition of key words for impact e.g. He stopped. Stopped, really still. I can use 'like' to build a simile e.g. her eyes were like deep pools.	I can use 'as' to build a simile e.g. The train was as slow as a hare. I can use metaphors to create vivid images.	I can use pathetic fallacy to mirror a character's emotions in nature/weather e.g. She shook under the heavy covers as the fog suffocated the garden. I can use puns to create humour and intrigue in my writing.	I can use personification e.g. The trees trembled with fear as the furious fog descended. I can use an extended metaphor e.g. ongoing comparison/referencing to jewellery.

Conjunctions in Sentences/Complex Sentences

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can add in 'and' when reading back.	I can use 'and' to join two words together. I can use 'and' to join two clauses together.	I can write compound sentences using coordinating conjunctions like: 'or', 'and', and 'but'. I can use subordinating conjunctions like: 'when', 'if', 'because', and 'that' in my writing.	I can use a widening range of conjunctions e.g. while, so, although, when, before, after to express time, place and cause.	I can use a larger range of conjunctions accurately e.g. while, so, although, when, before, after. I can use conjunctions to set up contrasts or relationships e.g. despite, nevertheless, consequently.	I can use relative clauses beginning with 'who', 'which', 'where', 'when', 'whose', 'that' e.g. John, who was sad, dragged his feet. I can use verbs ending in _ed or _ing to start clauses to build complex sentences.	I can use all five main ways of creating a complex sentence: - _ed verb start subordinate clause - _ing verb start subordinate clause - _ly adverb followed by verb subordinate clause - Embedded relative clause - Subordinating

						conjunction at start or middle e.g. despite, nevertheless
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Adverbs/Adverbial phrases

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		I can use 'ly' adverbs in different positions in a sentence e.g. quickly, carefully.	<p>I can use adverbs/adverbial phrases that indicate time e.g. next, soon, later that day, as dusk fell.</p> <p>I can use adverbs/adverbial phrases that build a relationship or cause e.g. therefore, as a result.</p>	<p>I can use fronted 'where/when' adverbial phrases e.g. At dawn, the scarecrow cried.</p> <p>I can use 'how' adverbs and adverbial phrases in fronted positions e.g. 'Without care, Roger raced home.'</p>	<p>I can indicate degrees of possibility using adverbs e.g. perhaps, surely, or modal verbs e.g. might, should, will, must.</p> <p>I can use adverbs of time e.g. later, adverbs of place e.g. nearby and number e.g. secondly.</p>	<p>I can use adverbial phrases to link ideas e.g. on the other hand, in contrast</p> <p>I can use adverbs and adverbial phrases to qualify, intensify or emphasise e.g. incredibly, exceptional</p>

Spelling

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can write some CVC words e.g. cat, dog.</p> <p>I can choose the right letters at the beginning of words.</p> <p>I can read my work back.</p> <p>I can continue a rhyming string.</p> <p>I can hear and say the initial sound in words.</p> <p>I can segment the sounds in simple words and</p>	<p>I can 'have a go' at spelling unknown words.</p> <p>I can use the suffixes –ing, -ed and –est at the end of words (no change needed in the spelling of root word).</p> <p>I can use plurals –es and –s.</p> <p>I can use a prefix un- e.g. unkind.</p> <p>I can spell some words containing each of the 40+ phonemes (Phase 5)</p>	<p>I can spell most common exception words correctly.</p> <p>I can spell some contracted words correctly.</p> <p>I can use suffixes such as –ness, -er or compounds to create nouns.</p> <p>I can write compound words e.g. whiteboard.</p> <p>I can use adjectives ending in –ful, -less, -er, -est e.g. beautiful.</p>	<p>I can use a range of prefixes e.g. super_, anti-, auto_ accurately to build new nouns e.g. anti-climax.</p> <p>I can use 'an' and 'a' correctly before a word beginning with a consonant or vowel.</p> <p>I can experiment using more complicated words from a common word e.g. solve, solver, dissolve, insoluble.</p> <p>I can use spelling rules and patterns as outlined in NC – Appendix 1 for Years 3</p>	<p>I can use a range of techniques to spell unfamiliar words.</p> <p>I can spell homophones correctly according to use e.g. their/there, too/to.</p> <p>I can show the difference in writing between plural and possessive with –s apostrophe.</p> <p>I can use all spelling rules and patterns as outlined in NC – Appendix 1 for</p>	<p>I can use suffixes to convert nouns and adjectives into verbs e.g. _ate, _isy, _ify.</p> <p>I can use prefixes to change intent of verb e.g. dis_, de_, mis_, over_ and re_.</p> <p>I can use spelling rules and patterns as outlined in NC – Appendix 1 for Years 5 and 6 (50%)</p>	<p>I can use appropriate formal synonyms for informal words e.g. 'find out', 'to discover'.</p> <p>I can choose the correct shade of meaning word from a range of antonyms and synonyms.</p> <p>I can use spelling rules and patterns as outlined in NC – Appendix 1 for Years 5 and 6</p>

<p>blend them together.</p> <p>I can link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>I can use my phonic knowledge to write words in ways which match their spoken sounds.</p> <p>I can write some irregular common words.</p>	<p>or equivalent).</p> <p>I can spell some common exception words.</p> <p>I can spell the days of the week mostly correctly.</p> <p>I can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p>I can name the letters of the alphabet in order.</p>	<p>I can turn adjectives into adverbs using 'ly' e.g. 'slow' into 'slowly'.</p> <p>I can segment spoken words into phonemes, represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p>	<p>and 4 (50%)</p> <p>I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>Years 3 and 4.</p> <p>I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>		
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Handwriting

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can sometimes give meaning to marks as I draw and paint.</p> <p>I realise tools can be used for a purpose.</p> <p>I can draw lines and circles using gross motor movements.</p> <p>I can use one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>I can hold a pencil</p>	<p>I can write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>I can sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>I can form digits 0-9.</p> <p>I can form capital letters.</p>	<p>I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>I can form lower case letters of the correct size, relative to one another.</p> <p>I can use spacing between words that reflects the size of the letters.</p>	<p>I can use a neat, joined handwriting style with increasing accuracy and speed.</p> <p>I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>I am increasing the legibility, consistency and quality of their handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>I can confidently use diagonal and horizontal joining strokes throughout my independent writing to increase fluency.</p>	<p>I am increasing the speed of my handwriting so that problems with forming letters do not get in the way of writing down what I want to say.</p> <p>I am clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p> <p>I can confidently use diagonal and horizontal joining strokes throughout my</p>	<p>I can write legibly, fluently and with increasing speed by:</p> <p>-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;</p> <p>- choosing the writing implement that is best suited for a task.</p> <p>I can recognise when to use an unjoined style</p>

<p>between thumb and two fingers, no longer using whole-hand grasp.</p> <p>I can hold a pencil near point between first two fingers and thumb, and use it with good control.</p> <p>I can copy some letters, e.g. letters from their name.</p> <p>I give meaning to marks I make as I draw, write and paint.</p> <p>I use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>I show a preference for a dominant hand.</p> <p>I can begin to use anticlockwise movement and retrace vertical lines.</p> <p>I can begin to form recognisable letters.</p> <p>I can use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p> <p>I show good control and co-ordination in large and small movements.</p>	<p>I can recognise which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>I can leave spaces between words.</p>	<p>I am beginning to use the diagonal and horizontal strokes needed to join letters.</p>			<p>independent writing in a legible, fluent and speedy way.</p>	<p>(e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>
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I move confidently in a range of ways, safely negotiating space.						
I handle equipment and tools effectively, including pencils for writing.						

Planning, drafting, evaluating, editing and proof-reading

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>I can say out loud what the writing will be about.</p> <p>I can use oral composition to recognise where the sentence begins and ends.</p> <p>I can reread my writing to check that it makes sense and am independently beginning to make changes.</p>	<p>I can encapsulate what I want to say, sentence by sentence.</p> <p>I can plan what I want to write about, including writing down ideas and/or key words and new vocabulary.</p> <p>I can make simple additions, revisions and corrections to my own writing by evaluating their writing with the teacher and other pupils.</p> <p>I can reread my writing to check that my writing makes sense and that the correct tense is used throughout.</p> <p>I can proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>	<p>I can plan my ideas out my writing by discussing and recording ideas.</p> <p>I can proofread my own and others' work to check for errors (with increasing accuracy) and make improvements.</p>	<p>I can proofread consistently and amend my own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>	<p>I can proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>I can proofread my work to assess the effectiveness of my own and others' writing, and to make necessary corrections and improvements.</p>	<p>I can habitually proofread for spelling and punctuation errors.</p> <p>I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>I recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to my own writing.</p>