Key Learning Indicators and Progression strands   Writing

Age related Year 1	Entering 4	Developing 5	Secure 6
Vocabulary, grammar and punctuation	▪ Repeat a simple sentence modelled ▪ Replicate in writing a simple sentence that can be read by themselves and others ▪ With prompting separate words with finger spaces ▪ Use capital **letter** for the personal pronoun - I ▪ <u>Begin</u> to use capital letters and full stops	▪ **Say, and hold in memory whilst writing, simple sentences** <u>**which make sense**</u> ▪ **Punctuate simple sentences with capital letters and full stops** <u>**more frequently**</u> ▪ **Separate words with finger spaces** ▪ Use simple connectives to link ideas e.g. *and.* ▪ Identify and use **question marks**	▪ Use **capital letters** for names of people, places and days of the week ▪ **Punctuate simple sentences with capital letters and full stops** <u>**most of the time**</u> ▪ Use a wider range of connectives to link ideas e.g. and, but, so ▪ Identify and use **exclamation marks**
Composition	▪ **Orally compose every sentence before writing** ▪ Compose sentences with the support of an adult ▪ **Sequence ideas/events in order with support** ▪ Write in different forms with simple text type features e.g. *instructions, recounts* ▪ Read and discuss their writing with an adult	▪ **Orally plan and rehearse ideas** ▪ Use formulaic phrases to open and close texts ▪ Use familiar plots for structuring the opening, middle and end of their stories ▪ Write in different forms with simple text type features e.g. *narratives and information texts* ▪ Read and discuss their writing with a peer or in a group	▪ **Re-read every sentence to check it makes sense** ▪ Begin to identify mistakes and edit/improve work ▪ Write in different forms with simple text type features e.g. *instructions, narratives, recounts, poems, information texts* ▪ **Read aloud their writing to adults and peers – present their work using voice, pitch and expression**
Spelling	▪ **Write** <u>most</u> **of the lowercase letters of the alphabet with the teacher calling out the letter** ▪ Spell cvc words containing each of the phonemes already taught (phase 2 and phase 3) ▪ **Spell 25 % of the common exception words** ▪ **To spell 25+ of the 100 HFW list** ▪ **Be able to read back words they have spelt** ▪ Write from memory simple sentences dictated by the teacher that include words taught so far ▪ Spell first and last name	▪ **Write** <u>all</u> **of the letters of the alphabet in order independently** ▪ Spell cvcc and ccvc words containing each of the phonemes already taught (Phase 4) ▪ **Use their phonic knowledge when spelling unfamiliar words *(i.e. produce phonically plausible spellings).*** ▪ **Spell 50 % of the common exception words.** ▪ **To spell 50+ of the 100 HFW list** ▪ **Be able to encode the sounds they hear in words.** ▪ Use the prefix *un–* for words without any change to the spelling of the root word.	▪ **Use letter names to distinguish between alternative spellings of the same sound.** ▪ Spell words containing each of the phonemes already taught (Phase 5) ▪ **Spell 75 % common exception words = secure (90% = GD)** ▪ **To spell 75+ of the 100 HFW list = secure (90+ = GD)** ▪ Spell the days of the week. ▪ Use the spelling rule for plurals adding –s or –es . ▪ Use suffixes er and –est where no change is needed in the spelling of root words ▪ Use suffixes –ing, –ed, where no change is needed in the spelling of root words
Handwriting	▪ **Hold a pencil with an effective grip** ▪ Form small (lowercase) letters correctly, ***starting and finishing in the right place, going the right way round, correctly oriented*** ▪ Begin to form some **capital letters** correctly	▪ Have clear ascenders *('tall letters')* and descenders *('tails')*. ▪ Form most **capital letters** correctly. ▪ To write with letters sitting on the line	▪ **Form all letters correctly – *starting and finishing in the right place, going the right way round, correctly oriented.*** ▪ Form leading out stokes on letters

Age related Year 2 WRITING	Entering 7	Developing 8	Secure 9
Composition- Vocabulary, grammar and punctuation	▪ **Say, write and punctuate simple sentences using the connective *and,*** ▪ Use **commas** to separate items in a list. ▪ Select, generate and effectively use **verbs.** ▪ Use **past tense** for narrative, recount *(e.g. diary, newspaper report, biography)* historical reports. ▪ Select, generate and effectively use **nouns.** ▪ Select, generate and effectively use **adjectives.** .	▪ **Say, write and punctuate simple and compound sentences using the connectives *and, but*** ▪ Use **apostrophes** for contracted forms e.g. *don't, can't, wouldn't, you're, I'll.* ▪ Use **present tense** for non-chronological reports and persuasive adverts ▪ **Use subordination for time e.g. *When we had finished our writing, we went out to play. We went out to play when we had finished our writing.*** ▪ **Use subordination for reason e.g.** ***I put my coat on because it was raining. Because it was raining, I put on my coat.***	▪ **Say, write and punctuate simple and compound sentences using the connectives *and, but* and *or.*** ▪ Use sentences with different forms: statement, question, command, exclamation. ▪ **Other time connectives: *while, as, before, after.*** ▪ **Other reason connectives: *so, if, then, for, unless.*** ▪ Add **suffixes** *ness* and *er* to create **nouns** e.g. *happiness, sadness, teacher, baker* ▪ Add **suffixes** *ful* or *less* to create **adjectives** e.g. *playful, careful, careless, hopeless.* ▪ Use **suffixes** *er* and *est* to create **adjectives** e.g. *faster, fastest, smaller, smallest.* ▪ Use **suffix** *ly* to turn adjectives into **adverbs** e.g. *slowly, gently, carefully*
Composition	▪ Beginning to plan and discuss what to write about e.g. *story mapping, collecting new vocabulary, key words and ideas.* ▪ Use specific text type features ▪ Write about real and fictional events. ▪ Write simple poems based on models.	▪ Sometimes can plan and discuss what to write about e.g. *story mapping, collecting new vocabulary, key words and ideas.* ▪ Starting to use specific text type features to write for a range of audiences and purposes e.g. *to instruct, inform, entertain, explain, discuss, persuade.* ▪ Write about real and fictional events. ▪ Write simple poems based on models. ▪ Edit and improve their own writing in relation to audience and purpose.	▪ Plan and discuss what to write about e.g. *story mapping, collecting new vocabulary, key words and ideas.* ▪ Can use specific text type features to write for a range of audiences and purposes e.g. *to instruct, inform, entertain, explain, discuss, persuade.* ▪ Write about real and fictional events. ▪ Write simple poems based on models. ▪ Edit and improve their own writing in relation to audience and purpose. ▪ **Evaluate their writing with adults and peers.** ▪ **Proofread to check for errors in spelling, grammar and punctuation.** Read aloud their writing with intonation to make the meaning clear.
Transcription- Spelling	▪ **Often can segment spoken words into phonemes and represent these by graphemes,** ▪ Learn some words with each spelling, including a few common homophones. ▪ Select, generate and effectively use adjectives. Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.	▪ **Segment spoken words into phonemes and represent these by graphemes,** ▪ Distinguish between homophones and near-homophone ▪ Learn new ways of spelling phonemes for which one or more spellings are already known Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.	▪ **Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.** ▪ **Learn to spell common exception words.** ▪ Learn to spell more words with contracted forms. ▪ Add **suffixes** *ness* and *er to* create **nouns** e.g. *happiness, sadness, teacher, baker.* ▪ Add **suffixes** *ful* or *less to create adjectives e.g. playful, careful, careless, hopeless.* ▪ Use **suffixes** *er* and *est* to create **adjectives** e.g. *faster, fastest, smaller, smallest.* ▪ Use **suffix** *ly* to turn **adjectives** into **adverbs** e.g. *slowly, gently, carefully.*

			Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.
Transcription-Handwriting	▪ **Beginning to form lower-case letters of the correct size relative to one another.** ▪ **Beginning to Use upper case letters appropriately e.g. *not always writing A as a capital, not using capitals within words.*** ▪ Beginning to write upper case letters of the correct size relative to lower case letters. .	▪ **Mostly form lower-case letters of the correct size relative to one another.** ▪ **Mostly use upper case letters appropriately e.g. *not always writing A as a capital, not using capitals within words.*** ▪ **Mostly write upper case** letters of the correct size relative to lower case letters. ▪ Start using some of the diagonal and horizontal strokes needed to join letters.	▪ **Form lower-case letters of the correct size relative to one another.** ▪ **Use upper case letters appropriately e.g. *not always writing A as a capital, not using capitals within words.*** ▪ Write upper case letters of the correct size relative to lower case letters. ▪ Start using some of the diagonal and horizontal strokes needed to join letters.

Key Learning Indicators   Writing Year 3

Age related Year 3	Entering 10	Developing 11	Secure 12
Vocabulary, grammar and punctuation	▪ **Explore, identify and create complex sentences using a range of conjunctions e.g. *if, while, since, after, before, so, although, until, in case.*** ▪ Explore and collect words with **prefixes** super, anti, auto. ▪ Explore and identify main and **subordinate clauses** in complex sentences.	▪ **Use inverted commas to punctuate direct speech (speech marks).** ▪ Use perfect form of verbs using *have* and *had* to indicate a completed action e.g. *I have washed my hands. We will have eaten our lunch by the time Dad arrives. Jack had watched TV for over two hours!* ▪ **Select, generate and effectively use adverbs e.g. *suddenly, silently, soon, eventually.***	▪ **Identify, select, generate and effectively use prepositions for where e.g. *above, below, beneath, within, outside, beyond.*** ▪ Use the determiner *a* or *an* according to whether the next word begins with a **consonant** or **vowel** e.g. *a rock, an open box.* ▪ Explore and collect **word families** e.g. *medical, medicine, medicinal, medic, paramedic, medically* to extend vocabulary.
Composition Plan their writing by:	▪ Reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions. ▪ Discussing and recording ideas for planning. ▪ Creating and developing plots based on a model.	▪ **Grouping related material into paragraphs.** ▪ Using headings and sub headings to organise information. ▪ Creating and developing settings for narratives. ▪ Creating and developing characters for narrative.	▪ **Generating and selecting from vocabulary banks e.g. *noun phrases, powerful verbs, technical language, synonyms for said* appropriate to text type.** ▪ Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing.
Composition Evaluate, and edit by:	▪ **Improving writing in the light of evaluation.**	▪ Discussing and proposing changes with partners and in small groups.	▪ **Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing.**

Composition Perform their own compositions by:	▪ Using appropriate intonation, tone and volume to present their writing to a group or class.		
Spelling	▪ Use the first two letters of a word to check its spelling in a dictionary. ▪ **Spell words that are often misspelt.** ▪ Spell further homophones.	▪ Use further **prefixes** and **suffixes** and understand how to add them. ▪ **Understand how to place the apostrophe in words with regular plurals (e.g. girls', boys').** ▪ Learn to spell new words correctly and have plenty of practice in spelling them.	▪ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. ▪ Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.
Handwriting	▪ **Form and use the four basic handwriting joins.** ▪ **Write legibly.**		

Key Learning Indicators   Writing   Year 4

Age related Year 4	Entering 13	Developing 14	Secure 15
Vocabulary, grammar and punctuation	• Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain. • Identify, select and effectively use **pronouns.** • **Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock."**	• **Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it.** • Explore, identify, collect and use noun phrases e.g. The crumbly cookie with tasty marshmallow pieces melted in my mouth. • Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones.	• **Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action.** • **Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled.** • **Use commas to mark clauses in complex sentences.**
Composition			
Plan writing	• Reading and analysing narrative, non-fiction and poetry in order to plan and write their own.	• **Discussing and recording ideas for planning e.g. story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan.**	• Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing.
Draft writing	• Planning and writing an opening paragraph which combines the introduction of a setting and character/s.	• Organising paragraphs in narrative and non-fiction. • Developing settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.	• Linking ideas within paragraphs e.g. fronted **adverbials** for when and where. • Generating and select from vocabulary banks e.g. powerful adverbs, **adverbial** phrases, technical language, persuasive phrases, alliteration appropriate to text type.
Evaluate and edit writing	• Improving writing in light of evaluation.	• Discussing and proposing changes with partners and in small groups.	• **Proof reading to check for errors in spelling, grammar and punctuation in own and others' writing.**
Perform writing	• Use appropriate intonation, tone and volume to present their writing to a range of audiences.		
Spelling	• Spell further homophones.	• Understand how to place the apostrophe in words with	• Use further prefixes and suffixes and understand how

	• Spell words that are often misspelt. • **Use the first three letters of a word to check its spelling in a dictionary.**	irregular plurals (e.g. children's). • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	to add them. • Learn to spell new words correctly and have plenty of practice in spelling them. • Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.
Handwriting	• **Write with consistency in size and proportion of letters, e.g. by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.**		

Key Learning Indicators   Writing   Year 5

Age related Year 5	Entering 16	Developing 17	Secure 18
Vocabulary, grammar and punctuation	▪ **Create complex sentences by using relative clauses with pronouns *who, which, where, whose, when, that* e.g. *Sam, who had remembered his wellies, was first to jump in the river. The robberies, which had taken place over the past month, remained unsolved.*** ▪ Create and punctuate complex sentences using simile starters. ▪ Demarcate complex sentences using commas. ▪ Investigate verb prefixes e.g. *dis-, re-, pre-, mis-, over-*.	▪ Create and punctuate complex sentences using *ing* openers. ▪ Demarcate complex sentences using commas and explore **ambiguity** of meaning. ▪ Explore, collect and use **modal verbs** to indicate degrees of possibility e.g. *might, could, shall, will, must*. ▪ **Use devices to build cohesion within a paragraph e.g. *firstly, then, presently, subsequently.*** ▪ Use suffixes *–ate, -ise, -ify* to convert nouns and adjectives into verbs. ▪ Identify and use **brackets**.	▪ Create and punctuate complex sentences using *ed* openers. ▪ **Link ideas across paragraphs using adverbials for time, place and numbers e.g. *later, nearby, secondly.*** ▪ Identify and use **brackets** and **dashes**
Composition			
Planning writing	▪ Identifying the audience and purpose ▪ Noting and developing ideas.	▪ Selecting the appropriate language and structures. ▪ Using similar writing models.	▪ Drawing on reading and research. ▪ Thinking how authors develop characters and settings (in books, films and performances).
Drafting and writing	▪ **Using organisation and presentational devices e.g. headings, sub headings, bullet points, diagrams, text boxes.**	▪ Selecting *appropriate* grammar and vocabulary. ▪ Blending action, dialogue and description within and across paragraphs.	▪ Using devices to build cohesion (see VGP column).
Evaluating writing	▪ Ensuring consistent and correct use of tense throughout a piece of writing. ▪ Proofreading for spelling and punctuation errors.	▪ **Suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.** ▪ Ensuring consistent subject and verb agreement.	▪ Assessing the effectiveness of own and others' writing in relation to audience and purpose.
Performing writing	Perform own compositions for different audiences: Using appropriate intonation and volume. Adding movement. Ensuring meaning is clear.		
Spelling	▪ Spell some words with 'silent' letters, e.g. *knight, psalm, solemn.* ▪ Continue to distinguish between homophones and other words which are often confused.	▪ Use further prefixes and suffixes and understand the guidelines for adding them. ▪ **Use dictionaries to check the spelling and meaning of words.**	▪ Spell words that they have not yet been taught by using what they have learnt about how spelling works in English. ▪ Use knowledge of morphology and etymology in

	▪ Use suffixes –ate, -ise, -ify to convert nouns and adjectives into verbs. ▪ Investigate verb prefixes e.g. *dis-, re-, pre-, mis-, over-.*	▪ **Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.** ▪ **Use a thesaurus.**	spelling and understand that the spelling of some words needs to be learnt specifically.
Handwriting	▪ Write fluently. **Choose when it is appropriate to print or join writing e.g. *printing for labelling a scientific diagram.***		

Key Learning Indicators   Writing   Year 5

Age related Year 5	Entering 16	Developing 17	Secure 18
Vocabulary, grammar and punctuation	▪ **Create complex sentences by using relative clauses with pronouns who, which, where, whose, when, that e.g. *Sam, who had remembered his wellies, was first to jump in the river. The robberies, which had taken place over the past month, remained unsolved.*** ▪ Create and punctuate complex sentences using simile starters. ▪ Demarcate complex sentences using commas. ▪ Investigate verb prefixes e.g. *dis-, re-, pre-, mis-, over-.*	▪ Create and punctuate complex sentences using *ing* openers. ▪ Demarcate complex sentences using commas and explore **ambiguity** of meaning. ▪ Explore, collect and use **modal verbs** to indicate degrees of possibility e.g. *might, could, shall, will, must.* ▪ **Use devices to build cohesion within a paragraph e.g. *firstly, then, presently, subsequently.*** ▪ Use suffixes –ate, -ise, -ify to convert nouns and adjectives into verbs. ▪ Identify and use **brackets**.	▪ Create and punctuate complex sentences using *ed* openers. ▪ **Link ideas across paragraphs using adverbials for time, place and numbers e.g. *later, nearby, secondly.*** ▪ Identify and use **brackets** and **dashes**
Composition			
Planning writing	▪ Identifying the audience and purpose ▪ Noting and developing ideas.	▪ Selecting the appropriate language and structures. ▪ Using similar writing models.	▪ Drawing on reading and research. ▪ Thinking how authors develop characters and settings (in books, films and performances).
Drafting and writing	▪ **Using organisation and presentational devices e.g. *headings, sub headings, bullet points, diagrams, text boxes.***	▪ Selecting *appropriate* grammar and vocabulary. ▪ Blending action, dialogue and description within and across paragraphs.	▪ Using devices to build cohesion (see VGP column).
Evaluating writing	▪ Ensuring consistent and correct use of tense throughout a piece of writing. ▪ Proofreading for spelling and punctuation errors.	▪ **Suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.** ▪ Ensuring consistent subject and verb agreement.	▪ Assessing the effectiveness of own and others' writing in relation to audience and purpose.
Performing writing	Perform own compositions for different audiences: Using appropriate intonation and volume. Adding movement. Ensuring meaning is clear.		
Spelling	▪ Spell some words with 'silent' letters, e.g. *knight, psalm, solemn.* ▪ Continue to distinguish between homophones and other words which are often confused. ▪ Use suffixes –ate, -ise, -ify to convert nouns and	▪ Use further prefixes and suffixes and understand the guidelines for adding them. ▪ **Use dictionaries to check the spelling and meaning of words.** ▪ **Use the first three or four letters of a word to check**	▪ Spell words that they have not yet been taught by using what they have learnt about how spelling works in English. ▪ Use knowledge of morphology and etymology in spelling and understand that the spelling of some words

	adjectives into verbs. ▪ Investigate verb prefixes e.g. *dis-, re-, pre-, mis-, over-.*	**spelling, meaning or both of these in a dictionary.** ▪ **Use a thesaurus.**	needs to be learnt specifically.
Handwriting	▪ Write fluently. **Choose when it is appropriate to print or join writing e.g.** *printing for labelling a scientific diagram.*		

Numerical values are used in school tracking and assessment process

Entering = Autumn Term

Developing = Spring Term

Secure = Summer Term