



Writing Progression from EYFS to Year 6

Early Years Foundation Stage - Reception
Working at the Expected Standard
Can write recognisable letters.
Can write letters, most of which are correctly formed.
Can identify the sounds they can hear in words.
Can write words by representing the sounds they can hear with letters.
Can write simple phrases and sentences that can be read by others.
Exceeding the Expected Standard
Can spell some common exception words accurately.
Can form all letters correctly.
Can use Capital Letters at the beginning of sentences.
Can use a Capital "I" correctly when writing in the first person.
Can use full stops correctly most of the time.



Year 1

Working at the Expected Standard

Can produce own ideas and write sentences that are sequenced to form a short narrative (real or fictional).

Can combine words to create coherent sentences.

Can start most sentences with a capital letter.

Can use a full stop at the end of most sentences.

Can use a capital letter for the names of people, places, days of the week and the pronoun 'I'.

Can sometimes use a question mark and/or exclamation mark to punctuate sentences where required.

Can usually give letters a clear shape and orientation, including capital letters.

Can leave space between words.

Can make recognisable attempts at spelling unknown words (are phonetically plausible).

Can spell regular words correctly, CVC words and use knowledge of alternative phonemes to spell words.

Can spell some common exception words accurately.

Can join two clauses using 'and', 'or' and 'but'.

Can add 's' or 'es' to pluralise a noun'.

Can use suffixes where no change in the root word spelling is required e.g. helping, helped, helper.

Can check sentences make sense by re-reading them.

Exceeding the Expected Standard

Can spell almost most Year 1 words accurately.

Can use ascenders and descenders appropriately.

Can consistently use lower case and capital letters, correctly.

Can write a short sequenced story to show learning in cross curricular subjects.

Can use ambitious words in writing and experiments with vocabulary.

Can join sentences together using a conjunction other than 'and', 'or' and 'but'.

Can write short stories about something personal to them.

Can use question and exclamation marks accurately most of the time.



Year 2

Working at the Expected Standard

Can talk about and write simple, coherent narratives about personal experiences and those of others (real and fictional).

Can talk about and write about real events, recording these simply and clearly.

Can rehearse and then write a piece of text sentence by sentence, using my plan to help me.

Can write for different purposes (3 different genres at least).

Can use capital letters and full stops to punctuate sentences accurately most of the time.

Can use question marks appropriately most of the time.

Can use accurate and consistent handwriting, with consistent upper/lower case; ascenders/descenders, size and form, spaces.

Can use past and present tense correctly most of the time.

Can use subordinating conjunctions to join clauses such as 'when', 'if', 'that' or 'because'.

Can use co-ordinating conjunctions to join main clauses such as 'or', 'and' or 'but'.

Can segment into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others. (Note: If all the spelling is correct in a long enough piece with few or no polysyllabic words, tick the criteria.)

Can spell many common exception words from the Year 1 and Year 2 spelling lists.

Can use expanded noun phrases to describe and specify.

Exceeding the Expected Standard

Can self-edit writing to check that it makes sense.

Can link ideas and events so they flow, using strategies to create flow, e.g. *last time; also; after; then; soon; at last.*

Can use ambitious vocabulary correctly in writing (e.g. *suddenly or amazingly*).

Can take time to describe characters and events, not rush through, using adjectives and descriptive phrases for detail.

Can use the range of KS1 punctuation mostly correctly

Capital letters

Full stops

Question mark

Exclamation mark

Commas for lists

Apostrophes for contraction and singular possession

Can spell most common exception words from the Year 1 and Year 2 spelling lists.

Can add/use suffixes correctly, for example -ment, -ness, -ful, -less, -ly.

Can use the diagonal and horizontal strokes needed to join letters.

Can link ideas and events so they flow, using strategies to create flow, e.g. *last time; also; after; then; soon; at last.*

Can use ambitious vocabulary correctly in writing (e.g. *suddenly or amazingly*).

Can take time to describe characters and events, not rush through, using adjectives and descriptive phrases for detail.



Year 3

Working at the Expected Standard

Can plan writing by looking at similar texts written before and discuss structure/vocabulary required.	
Can organise writing by using clear structure, different settings, characters and plot.	
Handwriting is legible, show consistent size of letters and is using diagonal and horizontal strokes needed to join letters.	
Can use capital letters and full stops accurately and consistently.	
Can self-edit own work and check for spelling or punctuation errors (e.g. missing CL and FS).	
Can spell homophones, or near homophones (as identified by Appendix 2 of the National Curriculum).	
Can use a range of prefixes (for example, auto-, super-, anti-)	
Can use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]	
Can use a range of sentence structures to express cause, time and place.	Conjunctions (e.g. then, next, soon, therefore, when, if, because, although)
	Adverbs (with a sentence and fronted)
	Prepositions (e.g. before, after, during, under, in, on)
Can use the present perfect form of verbs instead of the simple past. (E.g <i>He has gone out to play</i> contrasted with <i>He went out to play</i>).	
Can use apostrophes for contraction and possession mostly accurately	
Can use headings and sub-headings to structure and present work, where appropriate	
Can use inverted commas to punctuate direct speech (NB, other punctuation for speech is not required to be demonstrated in year 3)	
Can use ambitious vocabulary correctly in writing (e.g. <i>suddenly</i> or <i>amazingly</i>).	
Can spell correctly some words from the Year 3 and 4 spelling list.	

Exceeding the Expected Standard

Can match audience and purpose (e.g. poems, lists, letters, reports).	
Can use powerful verbs.	
Can self-edit to check punctuation and spelling and to make targeted improvements to vocabulary and sentence structures.	
Can vary sentences, adding phrases to make meaning more precise.	
Can use enough description to ensure the reader better understands the story as it unfolds.	
Can carefully plan and re-read work as a matter of course.	
Can describe character and events, including using feelings, emotions and humour.	
Can use ambitious vocabulary that haven't been used in writing before.	
Can spell correctly many words from the Year 3 and 4 spelling list.	



Year 4

Working at the Expected Standard

Can plan writing by looking at similar texts written before and discuss structure/vocabulary required.

Can write a narrative using clear structure, setting and plot.

Can write in paragraphs, organising information accurately around place, time, theme or person (in dialogue).

Can self-edit work and check for spelling or punctuation errors (e.g. missing CL and FS).

Spelling is mostly correct albeit rare / technical vocabulary.

Can use a range of sentences that have more than one clause, including both complex and compound sentence structures.

Can extend sentences using a range of conjunctions, including: *when; if; because; although*.

Can use fronted adverbials of time, reason, manner and place e.g. *Later that day...*

Can use commas after fronted adverbials (e.g. *Later that day, I managed...*).

Can compose sentences using an increasing range of sentence structures to express cause, time and place.

Conjunctions (e.g. then, next, soon, therefore, when, if, because, although)

Adverbs (with a sentence and fronted)

Prepositions (e.g. before, after, during, under, in, on)

Can use of inverted commas and other punctuation accurately to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, "Sit down!"*)

Can use apostrophes to mark singular and plural and possession.

Can use nouns and pronouns appropriately within and across sentences to support the flow of writing and avoid repetition.

Can use a range of ambitious vocabulary.

Can recognise and spell homophones, as identified by Appendix 2 of the National Curriculum (e.g. *whose/who's or except/accept*).

Can use expanded noun phrases (including adjectives), precise nouns and prepositional phrases to expand sentences and add detail.

Handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so ascenders and descenders do not touch.

Can use diagonal and horizontal strokes that are needed to join letters.

Can write non-fiction text types using organisational devices (e.g. heading, subheadings).

Can spell correctly many words from the Year 3 and 4 spelling list.

Exceeding the Expected Standard

Can use a combination of adjectives, similes and metaphors to create a powerful image of character.

Can use dialogue and reactions from other characters to make character interesting.

Can use short sentences effectively.

Can use powerful verbs to add impact.

Can use powerful adjectives, verbs and adverbs confidently to add impact and use different ones in different situations.

Can vary choice of pronouns correctly when writing in first, second and third person, both singularly and plural.

Can use ambitious vocabulary to enhance meaning, sourcing many of these using a thesaurus.

Can spell correctly most words from the Year 3 and 4 spelling list.



Year 5

Working at the Expected Standard

Can plan and write using the correct features and level of formality for the text type, showing awareness of audience and purpose (for both fiction and non-fiction text types).

Can organise writing into paragraphs to show different information or events.

Can use consistent and correct use of tense throughout.

Can use literary techniques to create effects/atmosphere in narrative writing (e.g. metaphor, simile, alliteration).

Can self-edit to check punctuation and spelling and to make targeted improvements to vocabulary and sentence structures.

Can use a dictionary to check the spelling of uncommon or more ambitious vocabulary

Can use cohesive devices to link ideas and paragraphs (conjunctions, adverbs and adverbials of time and place, pronouns, synonyms)

Can start sentences in different ways, for example, ISPACE

Can use the correct subject/verb agreement when using singular or plural.

Can develop characters through action and dialogue.

Can use contracted forms in dialogue

Can use modal verbs to suggest degrees of possibility

Can select words carefully to enhance meaning.

Can use relative clauses with who, which, were, when, whose, that or a relative pronoun.

Can use commas mostly correctly to structure and clarify meaning of text (e.g. after fronted adverbials and to separate items in a list).

Can use parenthesis to add extra information (including brackets, dashes and commas).

Can choose the handwriting/style of handwriting to use for a specific task when given the choice.

Can use structure and vocabulary used in formal speech and writing.

Can distinguish between homophones and other words that are often confused (*e.g. practice and practise*).

Can use vocabulary that engages and interests the reader.

Can spell correctly some words from the Year 3 and 4 spelling list and some words from the Year 5 and 6 spelling list.

Exceeding the Expected Standard

Can close a text with reference to its opening.

Can use paragraphs to organise and shape a non-fiction text effectively and logically.

Can use paragraphs to structure the plot in narrative writing, showing changes in time, place or events.

Can use dialogue effectively and punctuate it accurately.

Can use punctuation to clarify meaning of sentences, for example, using commas to mark phrases or clauses.

Can manipulate sentence structures to create an impact on the reader (e.g. short sentences and ellipsis for suspense, emphasis using parenthesis).



Year 6

Working at the Expected Standard

Can write effectively for a range of purposes and audiences.	
Can select language that shows good awareness of the reader (e.g. use of first person in a diary; direct address in instructions and persuasive writing).	
Can in narratives, describe settings, character and atmosphere.	
Can integrate dialogue in narratives to convey character and advance the action.	
Can 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
Can use a range of devices to build cohesion within and across paragraphs e.g.	conjunctions
	adverbials of time and place
	pronouns
	synonyms
Can use verb tenses consistently and correctly throughout their writing.	
Can use the range of punctuation taught at key stage 2 mostly correctly e.g.	exclamation marks
	inverted commas
	other punctuation to indicate direct speech
	apostrophes for plural possession
	commas after fronted adverbials
	brackets, dashes or commas to indicate parenthesis
	commas to clarify meaning
colons and semi-colons for lists	
Can spell correctly most words from the Year 3, 4 5 and 6 spelling lists.	
Can use a dictionary to check the spelling of uncommon or more ambitious vocabulary.	
Can maintain legibility in joined handwriting when writing at speed.	
Can start sentences in different ways to create effect, including prepositional phrases.	
Can use relative clauses beginning who, which etc.	

Exceeding the Expected Standard

Can write effectively for a range of purposes and audiences, selecting the appropriate form and draw independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).	
Can distinguish between the language of speech and writing** and choose the appropriate register (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences).	
Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.	
Use the range of punctuation taught at key stage 2 correctly and, when necessary, use punctuation precisely to enhance meaning and avoid ambiguity e.g.	semi-colons, colons and dashes to mark the boundary between independent clauses
	colons to introduce a list and semi-colons within a list
	bullet points to list information
	hyphens to avoid ambiguity