



Writing Progression of Skills

Threshold Concept		EYFS	Milestone 1 (Years 1 and 2)	Milestone 2 (Years 3 and 4)	Milestone 3 (Years 5 and 6)
Composition	Write with purpose	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Say first and then write to tell others about ideas.</p> <p>Write for a variety of purposes.</p> <p>Plan by talking about ideas and writing notes.</p> <p>Use some of the characteristic features of the type of writing used.</p> <p>Write, review and improve.</p>	<p>Use the main features of a type of writing (identified in reading)</p> <p>Use techniques used by authors to create characters and settings</p> <p>Compose and rehearse sentences orally</p> <p>Plan, write, edit and improve</p>	<p>Identify the audience for writing.</p> <p>Choose the appropriate form of writing using the main features identified in reading.</p> <p>Note, develop and research ideas.</p> <p>Plan, draft, write, edit and improve.</p>

	Use imaginative description		<p>Use well-chosen adjectives to add detail.</p> <p>Use names of people, places and things.</p> <p>Use well-chosen adjectives.</p> <p>Use nouns and pronouns for variety.</p> <p>Use adverbs for extra detail.</p>	<p>Create characters, settings and plots.</p> <p>Use alliteration effectively.</p> <p>Use similes effectively.</p> <p>Use a range of descriptive phrases including some collective nouns.</p>	<p>Use techniques that authors use to create characters, settings and plots.</p> <p>Create vivid images by using alliteration, metaphors and personification.</p> <p>Interweave descriptions, characters, settings and atmosphere with dialogue.</p>
	Organise writing appropriately		<p>Re-read writing to check it makes sense.</p> <p>Use the correct tenses.</p> <p>Organise writing in line with its purpose.</p>	<p>Use organisational devices such as headings and sub headings.</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use connectives that signal time, shift attention, inject suspense and shift the setting.</p>	<p>Guide the reader by using a range of organisational devices, including a range of connectives.</p> <p>Choose effective grammar and punctuation.</p> <p>Ensure correct use of tenses throughout a piece of writing.</p>

	Use paragraphs		<p>Write about more than one idea.</p> <p>Group related information.</p>	<p>Organise paragraphs around a theme.</p> <p>Sequence paragraphs.</p>	<p>Write paragraphs that give the reader a sense of clarity.</p> <p>Write paragraphs that make sense if read alone.</p> <p>Write cohesively at length.</p>
	Use sentences appropriately		<p>Write so that other people can understand the meaning of sentences.</p> <p>Sequence sentences to form clear narratives.</p> <p>Convey ideas sentence by sentence.</p> <p>Join sentences with conjunctions and connectives.</p> <p>Vary the way sentences begin.</p>	<p>Use a mixture of simple, compound and complex sentences.</p> <p>Write sentences that include:</p> <ul style="list-style-type: none"> - Conjunctions - adverbs - direct speech, punctuated correctly - clauses - adverbial phrases 	<p>Write sentences that include:</p> <ul style="list-style-type: none"> ● relative clauses ● modal verbs ● relative pronouns ● brackets ● parenthesis ● a mixture of active and passive voice ● a clear subject and object ● hyphens, colons and semi colons ● bullet points

Transcription	Present neatly		<p>Sit correctly and hold a pencil correctly.</p> <p>Begin to form lower-case letters correctly.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand letters that are formed in similar ways.</p> <p>Form lower- case letters of a consistent size.</p> <p>Begin to join some letters.</p> <p>Write capital letters and digits of consistent size.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Join letters, deciding which letters are best left unjoined.</p> <p>Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.</p>	<p>Write fluently and legibly with a personal style.</p>
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	Spell correctly		<p>Spell words containing 40+ learned phonemes.</p> <p>Spell common exception words (the, said, one, two and the days of the week).</p> <p>Name letter names to describe spellings of words.</p> <p>Add prefixes and suffixes, learning the rule for adding s and es as a plural marker for nouns and the third person singular marker for verbs (I drink - he drinks).</p> <p>Use the prefix un.</p> <p>Use suffixes where no change to the spelling of the root word is needed: helping, helped, helper, eating, quicker, quickest.</p> <p>Use spelling rules.</p>	<p>Use prefixes and suffixes and understand how to add them.</p> <p>Spell homophones correctly.</p> <p>Spell correctly, often misspelt words.</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Use prefixes appropriately</p> <p>Spell some words with silent letters</p> <p>Distinguish between homophones and other words that are often confused.</p> <p>Use knowledge of morphology and etymology in spelling and understand that some words need to be learned specifically.</p> <p>Use dictionaries to check spelling and meaning of words.</p> <p>Use the first three or four letters of a word to look up the meaning or spelling or words in a dictionary.</p> <p>Use a thesaurus.</p> <p>Spell the vast majority of words correctly.</p>
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	Punctuate accurately		<p>Write simple sentences dictated by the teacher.</p> <p>Spell by segmenting words into phonemes and represent them with the correct graphemes.</p> <p>Learn some new ways to represent phonemes.</p> <p>Spell common exception words correctly.</p> <p>Spell contraction words correctly (can't, don't)</p> <p>Add suffixes to spell longer words (-ment, -ness, -ful and -less).</p> <p>Use the possessive apostrophe.)singular) For example, the girl's book.</p> <p>Distinguish between homophones and near homophones.</p>	<p>Develop understanding of writing concepts by:</p> <ul style="list-style-type: none"> ● Extending the range of sentences with more than one clause ● Using the present perfect form of verbs in contrast to the past tense. ● Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. ● Using conjunctions, adverbs and prepositions to express time and cause. ● Using fronted adverbials <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> ● Using commas after fronted adverbials ● Indicating possession by using the possessive 	<p>Develop understanding of writing concepts by:</p> <ul style="list-style-type: none"> ● recognising vocabulary and structures that are appropriate for formal speech and writing including subjunctive forms. ● Using passive verbs to affect the presentation of information in a sentence. ● Using the perfect form of verbs to mark relationships of time and cause. ● Using expanded noun phrases to convey complicated information concisely. ● Using modal verbs or adverbs to indicate degree of possibility. ● Using relative clauses beginning with who, which, where, when, whose, that with an implied relative pronoun. <p>Indicate grammatical and other features by:</p>
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				<p>apostrophe with plural nouns.</p> <ul style="list-style-type: none"> Using and punctuating direct speech. 	<ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing. Using hyphens to avoid ambiguity. Using brackets, dashes, commas to indicate parenthesis. Using semi-colons, colons or dashes to mark boundaries between independent clauses. Using a colon to introduce a list. Punctuating bullet points consistently.
Analysis and presentation	Analyse writing		<p>Discuss writing with the teacher and other pupils.</p> <p>Use and understand grammatical terminology in discussing writing:</p> <p>Year 1</p> <ul style="list-style-type: none"> word, sentence, letter, capital letter, full stop, punctuation, singular, plural, question mark, exclamation mark. <p>Year 2</p> <ul style="list-style-type: none"> use and understand grammatical terminology in discussing writing: verb, tense (past, present), adjective, 	<p>Use and understand grammatical terminology when discussing writing and reading:</p> <p>Year 3</p> <ul style="list-style-type: none"> word family, conjunction, adverb, preposition, direct speech, inferred commas, prefix, consonant, vowel, clause, subordinate clause. <p>Year 4</p>	<p>Use and understand grammatical terminology when discussing writing and reading:</p> <p>Year 5</p> <ul style="list-style-type: none"> relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity. <p>Year 6</p> <ul style="list-style-type: none"> active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points.

			noun, suffix, apostrophe, comma	<ul style="list-style-type: none"> pronoun, possessive pronoun, adverbial. 	
	Present writing		<p>Read aloud writing clearly enough to be heard by peers and the teacher.</p> <p>Read aloud writing with some intonation.</p>	<p>Read aloud writing to a group or whole class, using appropriate intonation.</p>	<p>Perform compositions using appropriate intonation and volume.</p>