



Writing Progression Map (KS2)



Year 3	Year 4	Year 5	Year 6
<p>Handwriting Can usually use diagonal and horizontal strokes to join handwriting and understands which letters are best left un-joined. Can generally write legibly and neatly, mainly with joined handwriting.</p>	<p>Handwriting Can write neatly, legibly and accurately, maintaining a joined style.</p>	<p>Handwriting Can produce legible, joined handwriting.</p>	<p>Handwriting Can maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</p>
<p>Spelling Can spell phonetically regular or familiar common polysyllabic words accurately and some of the common exception words for Years 3 and 4 correctly and most of the spelling rules for Year 3.</p>	<p>Spelling Can spell phonetically regular or familiar common polysyllabic words accurately and most of the common exception words for years 3 and 4 correctly and most of the spelling rules for year 4.</p>	<p>Spelling Can spell most words correctly, including common exception words (years 3 and 4). Can spell some words correctly, including common exception words (years 5 and 6).</p>	<p>Spelling Can spell most words correctly, including common exception words (years 5 and 6).</p>
<p>Vocabulary Can use a more varied and rich vocabulary. (should be words not usually used by a child of that age and not technical words taught as part of a topic).</p>	<p>Vocabulary Can use a more varied and rich vocabulary. (Should be words not usually used by a child of that age and not technical words taught as part of topic).</p>	<p>Vocabulary Can convert nouns or adjectives into verbs using suffixes (-ate, -ise, -ify) and uses verb pre-fixes (dis-, de-, mis-, over-, re-).</p>	<p>Vocabulary Can select vocabulary and grammatical structures that reflect the level of formality required, mostly correctly.</p>

<p>Conjunctions/cohesion Can extend sentences using some conjunctions or prepositions of time e.g. before, after a while, during, next, soon.</p> <p>Can extend sentences using a range of conjunctions of cause e.g. explanation conjunctions - because, so.</p>	<p>Conjunctions/cohesion Can extend sentences confidently using a wide range of conjunctions or prepositions of time e.g. before, after a while, during, next, soon after and meanwhile.</p> <p>Can extend sentences confidently using a range of conjunctions of cause e.g. explanation conjunctions – because, so, since, consequently, therefore, as a result etc.</p>	<p>Conjunctions/cohesion Can use some cohesive devices across AND within paragraphs e.g. time - yesterday, next, a few weeks later; cause and effect - because, when, if, so, therefore, consequently, this means that etc; addition - moreover, in addition etc; opposition - however, on the other hand etc; variety of nouns, pronouns and noun phrases; consistent style and viewpoint - e.g. personal (1st)/impersonal (3rd), formal / informal etc.</p> <p>Can use coordinating conjunctions - fanboys – for, and, nor, but, or, yet, so AND subordinating conjunctions e.g. although, because, since, so etc.</p>	<p>Conjunctions/cohesion Can use coordinating conjunctions - fanboys – for, and, nor, but, or, yet, so. AND subordinating conjunctions e.g. although, because, since, so etc.</p> <p>Can use some cohesive devices across AND within paragraphs e.g. time– yesterday, next, a few weeks later; cause and effect – because, when, if, so, therefore, consequently, this means that etc; addition – moreover, in addition etc; opposition – however, on the other hand etc; variety of nouns, pronouns and noun phrases; consistent style and viewpoint – e.g. personal (1st), impersonal (3rd), formal / informal etc.</p>
<p>Verb forms Can use present perfect form of verbs e.g. ‘He <i>has gone</i> out to play.’ instead of ‘He <i>went</i> out to play.’</p> <p>Can usually use correct grammatical constructions in sentences e.g. noun and verb generally agree.</p>	<p>Verb forms Can use present perfect form of verbs e.g. He <i>has gone</i> out to play. Instead of He <i>went</i> out to play.</p> <p>Can usually use correct grammatical constructions in sentences e.g. noun and verb generally agree etc.</p>	<p>Verb forms Can use different verb forms mostly accurately e.g. simple, progressive, perfect, imperative and infinitive.</p>	<p>Verb forms Can use different verb forms mostly accurately e.g. simple, progressive, perfect, imperative and infinitive.</p> <p>Can use passive and modal verbs, mostly appropriately e.g. passive – the window was broken; modal – might, should, could.</p>
<p>Determiners Can use article a and an correctly.</p>			
<p>Adjectives/adverbs for description Can use adjectives and adverbs for description.</p> <p>Can use figurative language e.g. onomatopoeia, simile.</p>	<p>Adjectives/adverbs for description Can use adjectives and adverbs for description.</p> <p>Can use figurative language e.g. onomatopoeia, simile, metaphor etc.</p>	<p>Adjectives/adverbs for description Can use adverbs, preposition phrases and expanded noun phrases e.g. preposition phrases - through the air, towards the wall; expanded noun phrases - the girl on the wall <i>or</i> the tall, skinny girl.</p>	<p>Adjectives/adverbs for description Can use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision e.g. preposition phrases – through the air, towards the wall; expanded noun phrases – the angry girl on the wall <i>or</i> the tall, skinny girl.</p> <p>Can create atmosphere and integrate dialogue to convey character and advance the action.</p>

	<p>Clause structures Can use expanded noun phrases by adding modifying adjectives and prepositions e.g. the strict teacher with curly hair, the tall, skinny girl on the wall.</p> <p>Can use fronted adverbials followed by a comma e.g. in the blink of an eye; as the clock struck midnight etc.</p>	<p>Clause structures Can use a range of clause structures and sometimes vary their position in a sentence e.g. fronted adverbials; subordinate clause; relative clause and short, sharp statement.</p>	<p>Clause structures Can use a wide range of clause structures, sometimes varying their position within the sentence e.g. fronted adverbials; subordinate clause; relative clause; short, sharp statement.</p>
<p>Pronouns Can sometimes use pronouns appropriately to avoid the awkward repetition of nouns.</p>	<p>Pronouns Can use pronouns appropriately to avoid the awkward repetition of nouns.</p>		
<p>Punctuation (basic) Can use most punctuation accurately, including full stops and capital letters and at least 2 of the following in 1 piece of writing: question mark, exclamation mark, comma, apostrophe (for possession).</p>	<p>Punctuation (basic) Can use most punctuation accurately, including full stops and capital letters and at least 3 of the following in 1 piece of writing: question mark, exclamation mark, comma and apostrophe.</p>	<p>Punctuation (basic) Can use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly.</p>	<p>Punctuation (basic) Can use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly.</p>
<p>Punctuation (advanced) Can use inverted commas to punctuate direct speech.</p>	<p>Punctuation (advanced) Can use inverted commas and mostly use other punctuation correctly to punctuate direct speech e.g. all rules to punctuate direct speech.</p>	<p>Punctuation (advanced) Can use some of the following – mostly correctly: inverted commas, commas for clarity, punctuation for parenthesis (), semi-colons, dashes, colons and hyphens.</p>	<p>Punctuation (advanced) Can use inverted commas, commas for clarity and punctuation for parenthesis () mostly correctly and make some correct use of semi-colons, dashes, colons and hyphens.</p>
<p>Genre specific Can write for a range of real purposes and audiences e.g. narrative, explanation and description.</p>	<p>Genre specific Can write for a range of real purposes and audiences e.g. narrative, explanation and description.</p>	<p>Genre specific Can write for a range of purposes and audiences, including describing settings and characters.</p>	<p>Genre specific Can write for a range of purposes and audiences, including describing settings and characters.</p>
<p>Planning Can create a plan and use it to support writing.</p>	<p>Planning Can create a plan and use it to support writing.</p>	<p>Planning Can create a plan and use it to support writing.</p>	<p>Planning Can create a plan and use it to support writing.</p>
<p>Paragraphs and structure Can generally use paragraphs accurately based on a theme and, where appropriate, use headings and sub-headings.</p> <p>Can structure and organise work clearly e.g. beginning, middle, end; letter structure.</p>	<p>Paragraphs and structure Can use paragraphs based on a theme and, where appropriate, use headings and sub-headings.</p> <p>Can structure and organise work clearly e.g. beginning, middle, end; letter structure.</p>	<p>Paragraphs and structure Can use paragraphs to organise ideas.</p>	<p>Paragraphs and structure Can use paragraphs to organise ideas.</p>

<p>Can produce work which is organised, imaginative and clear e.g. simple opening and ending.</p> <p>Can develop and extend ideas logically in sequenced sentences (may still be overly detailed or brief).</p> <p>Can compose and rehearse sentences orally.</p>			
<p>Editing Can proof-read for errors and make improvements to writing e.g. add missing words or punctuation, add adjectives or adverbs.</p>	<p>Editing Can proof-read for errors and make improvements to writing e.g. add missing words or punctuation, add adjectives or adverbs.</p>	<p>Editing Can proof read to improve vocabulary, grammar and punctuation.</p>	<p>Editing Can proof-read to improve grammar, vocabulary and punctuation.</p>