

Marlborough Primary Academy School

	Progression of Skills and Knowledge for Writing									
	Transcription									
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6				
Sometimes gives meaning to marks as they draw and paint. Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of	Spell words containing each of the 40+ phonemes already taught Spell common exception words that have been taught	Leave spaces between words Use capital letter for names Use capital letter for the personal pronoun '1' Begin to	Use further prefixes and suffixes and understand how to add them (English Appendix 1) Spell words that are often misspelt (English	Use further prefixes and suffixes and understand how to add them (English Appendix 1) Spell further homophones	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English				
speech into words.	Name the letters of the alphabet in order	punctuate sentences using a capital letter	Appendix 1) Use the first two	Spell words that are often misspelt (English	Appendix 1 Use the first	Appendix 1 Use dictionaries				
Uses some clearly identifiable letters to communicate	Use letter names to distinguish between alternative	Join words using 'and'	or three letters of a word to check its spelling in a dictionary	Appendix 1) Place the possessive apostrophe	three or four letters of a word to check spelling, meaning or both of these in a	to check the spelling and meaning of words				
meaning, representing some sounds correctly and in	spellings of the same sound Use –ing and –	Begin to punctuate sentences using a question mark	Form nouns using prefixes e.g. super, anti,	accurately in words with regular plurals e.g. boys', girls'	dictionary Use a thesaurus	Use a thesaurus Recognise how words are				
Writes own name and other	ed, where no change is needed in the spelling of root words	Join clauses using 'and'	auto Spell further homophones and understand their meanings	and in words with irregular plurals e.g. children's	Use further prefixes and suffixes and understand the	related by meaning as synonyms and antonyms				



SCI	TOOL	Wallbolough	Fillialy Acauel	ily School		
things such as	Spell the days of	Use a capital	Explore and	Use the first two	guidance for	Use further
labels, captions.	the week	letter for days of	accurately use	or three letters	adding them e.g.	prefixes and
		the week	word families	of a word to	dis-', 'de-', 'mis-',	suffixes and
Attempts to	Use the spelling		based on	check its spelling	'over-' and 're-'	understand the
write short	rule for adding –	Begin to	common words,	in a dictionary		guidance for
sentences in	s or –es as the	punctuate	showing how		Spell some	adding them
meaningful	plural marker for	sentences using	words are	Spell plural	words with	
contexts.	nouns and the	an exclamation	related in form	nouns of words	'silent' letters	Spell some
	third person	mark	and meaning e.g.	ending in 'o'.		words with
Children use	singular marker		solve, solution,		Continue to	'silent' letters
their phonic	for verbs	Use simple noun	solver, dissolve,	Write from	distinguish	
knowledge to		phrases	insoluble	memory simple	between	Continue to
write words in	Begin to spell	(adjective +		sentences,	homophones	distinguish
ways which	words using	noun)	Write from	dictated by the	and other words	between
match their	contracted forms		memory simple	teacher, that	which are often	homophones
spoken sounds.		Can use the	sentences,	include words	confused	and other words
	Can use the	following	dictated by the	and punctuation		which are often
They write some	prefix un–	terminology	teacher, that	taught so far		confused
irregular		from Appendix 2	include words			
common words.	Can add prefixes	to discuss their	and punctuation			
	and suffixes	writing: letter,	taught so far			
They write	using –er and –	capital letter,				
simple	est where no	word, singular,				
sentences which	change is needed	plural, sentence,				
can be read by	in the spelling of	punctuation, full				
themselves and	root words	stop, question				
others.	_	mark,				
	Write from	exclamation				
Some words are	memory simple	mark				
spelt correctly	sentences					
and others are	dictated by the					
phonetically	teacher that					



include words			
using the GPCs			
and common			
exception words			
taught so far			

		Compositi	on (planning, drat	fting, editing)		
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Gives meaning to	Say out loud what	Consider what	Writing is clear in	Discuss writing	Note and develop	Note and develop
marks they make as	they are going to	they are going to	purpose	similar to that	initial ideas,	initial ideas, drawing
they draw, write	write about	write before		which they are	drawing on reading	on reading and
and paint.	Discuss what they	beginning by	Plan their writing	planning to write in	and research where	research where
	have written with	planning or saying	by discussing	order to	necessary	necessary
Attempts to write	the teacher or	out loud what	writing similar to	understand and		
short sentences in	other pupils	they are going to	that which they are	learn from its	Identify audience	Identify the
meaningful		write about	planning to	structure,	for, and purpose of,	audience for and
contexts.	Use simple word		write in order to	vocabulary and	the writing	purpose of the
	choice that helps	When planning,	understand and	grammar		writing
	to convey	write down ideas	learn from its		Select the	
	information and	and/or key words,	structure,	Plan their writing	appropriate form	Select the
	ideas, e.g. story or	including new	vocabulary and	by discussing and	and use other	appropriate form
	topic related	vocabulary	grammar	recording ideas	similar writing as	and use other
	vocabulary	Make simple	When planning,	Evaluate and edit	models for their	similar writing as
	Select basic ideas	additions,	discuss and record	by assessing the	own	models for their
	and content linked	revisions and	ideas	effectiveness of		own
	to the purpose of	corrections to		their own and	Select appropriate	
	a task	their own writing	Compose and	others' writing and	grammar and	Evaluate and edit by
		by evaluating their	rehearse sentences	suggesting	vocabulary,	assessing the
	Re-read what they	writing with the	orally (including	improvements	understanding how	effectiveness of
	have written to		dialogue),		such choices can	



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check that it	teacher and other	progressively	In narratives,	change and	their own and
makes sense	pupils	building a varied	creates settings,	enhance meaning	others' writing
		and rich vocabulary	characters and plot		
Use simple	Re-read to check			Evaluate and edit by	Propose changes to
prepositions	that writing makes	Evaluate and edit	Writing is clear in	assessing the	vocabulary,
	sense e.g. verb	by assessing the	purpose	effectiveness of	grammar and
	tense	effectiveness of		their own and	punctuation to
		their own and	Use a varied and	others' writing	enhance effects and
	Proof-read to	others' writing and	rich vocabulary		clarify meaning
	check for errors in	suggesting		Propose changes to	
	spelling, grammar	improvements	Description or	vocabulary,	Use adverbs,
	and punctuation	In narratives,	detail in both	grammar and	prepositional
		creates settings,	narrative and non-	punctuation to	phrases and
	Selection of	characters and plot	narrative is	enhance effects and	expanded noun
	relevant content		expanded through	clarify meaning	phrases effectively
	shows an	Vocabulary choices	an appropriate and		for qualification and
	awareness of	move from generic	precise range of	Use expanded noun	precision
	purpose and an	to specific e.g. from	vocabulary	phrases to convey	
	emerging	'dog' to 'terrier'		complicated	Understand and
	awareness of their	Expansion of detail	Viewpoint is	information	apply the difference
	audience	/ events may be	consistently	concisely	between vocabulary
		supported through	maintained (for		typical of informal
	Use adventurous	vocabulary	example, word	In narratives,	speech and
	vocabulary	(technical, vivid	choice indicates	describe settings,	vocabulary
	appropriate to	language) and	child's viewpoint	characters and	appropriate for
	task	explanation	on a character or	atmosphere	formal speech and
	Use a range of		an issue)		writing e.g. find out/
	prepositions	Evaluate their own		Choose the	discover; find out/
	(behind, before,	work making use	Use figurative	appropriate register	request; go in/
	above, along)	of the 6 ticks	language such as	for the audience	enter
		(success criteria)	similes, alliteration	and purpose	
	Evaluate their		to build a picture in	(formal or informal)	In narratives,
	own work		the readers head		describe
	making use of			Viewpoint is	settings,
	the 6 ticks		Evaluate their own	established and	characters and



CHOO)				,
	(success	work making use of	generally	atmosphere
	criteria)	the 6 ticks (success	maintained	
		criteria)		Integrate dialogue
			Use figurative	to convey character
			language such as	and advance the
			similes, alliteration,	action
			metaphors and	
			personification in	Use figurative
			poetry	language such as
				similes, alliteration,
			Edit sentences by	metaphors and
			either expanding or	personification in a
			reducing for	range of writing
			meaning and effect	Selects verb forms
				for meaning and
			Content is balanced	effect e.g.
			e.g. between	deliberate change of
			action/	tense
			description/	
			dialogue, fact and	Manage shifts in
			comment	levels of formality
				within a text
			Evaluate their own	
			work making use of	Select synonyms
			the 6 ticks (success	accurately for
			criteria)	effect rather than
				as an alternative
				for an original
				word
				Evaluate their
				own work
				making use of
				the 6 ticks
				(success criteria)
			1	. ,



Sentence structure									
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
Begins to break the flow of speech into words. Attempts to write short sentences in meaningful contexts.	Compose a sentence orally before writing it Write a simple sentence starting with a personal pronoun Write a simple sentence starting with a noun/proper noun Write a simple sentence with straight forward subject/ verb agreement Write reliably formed simple and compound sentences	Write questions (beginning with who/ what/ when/ where/ how etc.) Write statements Write exclamatory sentences starting with 'what' or 'how'. Write commands using the imperative form of a verb Use sentences with different forms: statement, question, exclamation, command	Draft and write an increasing range of sentence structures (simple and compound) Use some variation in sentence types (statement/ command/ question/ exclamation) Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex)	Compose and rehearse sentences orally (including dialogue) Use an increasing range of sentence length and structure Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Make deliberate choices of sentence length and structure for impact on the reader Fronted prepositional phrases for greater effect Throughout the stormy winter Far beneath the frozen soil Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports Use a wide range of clause structures, sometimes varying their position within the sentence	Use a wide range of clause structures, varying their position within the sentence Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse / the window in the greenhouse was broken Use the structures typical of informal speech e.g. the use of question tags: He's your friend, isn't he? Use the structures appropriate for formal speech and writing e.g. subjunctive forms			



such as 'If I were' or 'Were they to come'

	Vocabulary, grammar, punctuation								
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
They write simple	Leave spaces	Use capital letters,	Use conjunctions to	Use inverted	Proof-read for	Proof-read for			
sentences which can	between words	full stops,	express time, place	commas and other	spelling and	spelling and			
be read by		question marks	and cause	punctuation to	punctuation errors	punctuation errors			
themselves and	Use capital letter	and exclamation		indicate direct					
others.	for names	to demarcate	Use adverbs and	speech e.g. a	Use relative clauses	Ensure the			
		sentences	prepositions to	comma after the	beginning with	consistent and			
Some words are	Use capital letter		express time, place	reporting clause;	who, which, where,	correct use of tense			
spelt correctly and	for the personal	Use coordinating	and cause	end punctuation	when, whose, that	throughout a piece			
others are	pronoun 'l'	conjunctions		within inverted		of writing			
phonetically		(or/and/but)	Use inverted	commas: The	Use commas to				
plausible.	Begin to		commas to	conductor shouted,	clarify meaning or	Use relative clauses			
	punctuate	Write expanded	punctuate direct	"Sit down!"	avoid ambiguity in	beginning with who,			
Uses vocabulary	sentences using a	noun phrases to	speech		writing	which, where,			
focused on objects	capital letter and a	describe and		Noun phrases		when, whose, that			
and people that are	full stop	specify	Know when to use	expanded by the	Convert nouns or	or with an implied			
of particular			'a' and 'an'	addition of	adjectives into	(i.e. omitted)			
importance to	Join words using	Use the present		modifying	verbs using '-ate', '-	relative pronoun			
them.	'and'	and past tenses	Proof-read for	adjectives, nouns	ise' or '-ify'				
		correctly and	spelling and	and preposition		Use correct subject			
Builds up vocabulary	Begin to	consistently	punctuation errors	phrases e.g. the	Ensure correct	and verb agreement			
that reflects the	punctuate			strict maths	subject and verb	when using singular			
breadth of their	sentences using a	Use –ly to turn	Use irregular	teacher with curly	agreement when	and plural			
experiences.	question mark	adjectives into	simple past-tense	hair	using singular and				
		adverbs – slow/	verbs e.g. awake /		plural	Use brackets,			
Extends vocabulary,	Join clauses using	slowly	awoke	Understand the		dashes or commas			
especially by	'and'			difference between	Use brackets,	to indicate			
grouping and					dashes or commas	parenthesis			



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naming, exploring	Use a capital letter	Use subordinating	Use the present	plural and	to indicate	
the meaning and	for days of the	conjunctions	perfect form of	possessive -s	parenthesis	Use a colon to
sounds of new	week	(when/ if /that	verbs in contrast to			introduce a list
words.		/because)	the simple past	Proof-read for	Use the perfect	
	Begin to		tense e.g. he has	spelling and	form of verbs to	Use a semi colon
	punctuate	Use commas to	gone out to play,	punctuation errors	mark relationships	within lists
	sentences using	separate items in	he went out to play		of time and cause	
	an exclamation	a list		Propose changes to		Use semi colons,
	mark		Indicate possession	grammar and	Use modal verbs or	colons or dashes to
		Use apostrophes	by using the	vocabulary to	adverbs to indicate	mark boundaries
	Use simple noun	to mark where	possessive	improve	degrees of	between
	phrases (adjective	letters are missing	apostrophe with	consistency,	possibility	independent clauses
	+ noun)	in spelling	plural nouns	including the		
				accurate use of	Ensure the	Use hyphens to
	Can use the	Use the suffixes –	Propose changes to	pronouns in	consistent and	avoid ambiguity
	following	er, -est, in	grammar and	sentences	correct use of tense	
	terminology from	adjectives	vocabulary to		throughout a piece	Use the perfect
	Appendix 2 to		improve	Standard English	of writing	form of verbs to
	discuss their	Use the	consistency,	forms for verb		mark relationships
	writing: letter,	progressive form	including the	inflections instead	Use a colon to	of time and cause
	capital letter,	correctly and	accurate use of	of local spoken	introduce a list	
	word, singular,	consistently e.g he	pronouns in	forms		Use modal verbs or
	plural, sentence,	was shouting.	sentences		Use and understand	adverbs to indicate
	punctuation, full			Use fronted	the grammatical	degrees of
	stop, question	Use apostrophes	Use fronted	adverbials followed	terminology in	possibility
	mark, exclamation	to mark singular	adverbials	by a comma	English Appendix 2	
	mark	possession in			accurately and	Punctuate bullet
		nouns	Use commas after	Use the present	appropriately when	points consistently
			fronted adverbials	perfect form of	discussing their	
		Form nouns using		verbs in contrast to	writing and reading:	Use and understand
		suffixes –ness, -er	Use and	the past tense	modal verb, relative	the grammatical
		and by	understand the		pronoun, relative	terminology in
		compounding e.g.	grammatical		clause, parenthesis,	English Appendix 2



in discussing theirpossessivediscussing theirUse andwriting :apostrophe withwriting and readingunderstand thepreposition,plural nounssubject, object,grammaticalconjunction, wordactive, passive,synonym, antonym,terminology infamily, prefix,Use andunderstand theellipsis, hyphen,	a CHOOL		, india , iteau c			
In discussing theirpossessivediscussing theirUse andwriting :apostrophe withwriting and readingunderstand thepreposition,plural nounssubject, object,grammaticalconjunction, wordunderstand thesubject, object,terminology infamily, prefix,Use andunderstand theEnglish Appendixclause, subordinateunderstand theellipsis, hyphen,2 in discussingclause, directgrammaticalcomma, semi colon,their writing :speech, consonant,terminology inbullet pointsnoun, nounconsonant letterEnglish Appendix 2accurately andphrase,vowel, vowel letter,accurately andappropriately whenquestion,exclamation,writing andreading:compound, suffix,adjective, adverb,yeronoun,pronoun,verb, tense,apostrophe,possessivepronoun, adverbial		whiteboard,	terminology in	Indicate possession	bracket, dash,	accurately and
Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : noun, noun question, command, command, compound, suffix, adjective, adverb, verb, tense, apostrophe,use and preposition, preposition, conjunction, word understand the grammatical understand the grammatical understand the grammatical clause, subordinate clause, subordinate clause, direct speech, consonant, terminology in terminology in te		superman	English Appendix 2	by using the	cohesion, ambiguity	appropriately when
understand the grammaticalpreposition, conjunction, wordplural nounssubject, object, active, passive, synonym, antonym ellipsis, hyphen, clause, subordinate clause, directUse and understand the grammaticalsynonym, antonym ellipsis, hyphen, comma, semi colon, bullet points11discussing their writing : phrase, statement, question, exclamation, compound, suffix, adjective, adverb, verb, tense, apostrophe,understand the grammaticalunderstand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: determiner, pronoun, adverbialsubject, object, active, passive, synonym, antonym ellipsis, hyphen, command, compound, suffix, appostrophe,use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: determiner, pronoun, possessive pronoun, adverbialsubject, object, active, passive, synonym, antonym ellipsis, hyphen, command, compound, suffix, apostrophe,			in discussing their	possessive		discussing their
grammatical terminology in English Appendix 2 in discussing their writing : phrase, statement, question, exclamation, compound, suffix, adjective, adverb, verb, tense, apostrophe,conjunction, word family, prefix, clause, subordinate (clause, subordinate grammatical understand the grammatical understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: compound, adjective, adverb, verb, tense, apostrophe,use and uuderstand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: determiner, pronoun, adverbialactive, passive, synonym, antonym, ellipsis, hyphen, command, terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: determiner, pronoun, possessive pronoun, adverbialactive, passive, synonym, antonym, ellipsis, hyphen, command, command, compound, adjective, adverb, yerb, tense, apostrophe,use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: determiner, pronoun, possessive pronoun, adverbialactive, passive, synonym, antonym, ellipsis, hyphen, command, command, compound, adverbial		Use and	writing :	apostrophe with		writing and reading:
terminology in English Appendix 2 in discussing their writing : phrase, statement, question, exclamation, compound, suffix, adjective, adverb, verb, tense, apostrophe,family, prefix, clause, subordinate (ause, subordinate (ause, subordinate grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: determiner, possessive pronoun, adverbialsynonym, antonym, ellipsis, hyphen, comma, semi colon, bullet pointsinverted comma question, compound, suffix, adjective, adverb, verb, tense, apostrophe,inverted comma appropriately when determiner, possessive pronoun, adverbialsynonym, antonym, ellipsis, hyphen, commatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: determiner, possessive pronoun, adverbialsynonym, antonym, ellipsis, hyphen, commatical terminology in bullet points		understand the	preposition,	plural nouns		subject, object,
English Appendixclause, subordinate (clause, direct grammaticalunderstand the grammaticalellipsis, hyphen, comma, semi colon bullet points2 in discussing their writing : noun, nounspeech, consonant, consonant letterterminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: compound, suffix, adjective, adverb, verb, tense, apostrophe,understand the grammaticalellipsis, hyphen, comma, comma, semi colon bullet points		grammatical	conjunction, word			active, passive,
2 in discussing their writing : noun, noun phrase, statement, question, command, command, compound, suffix, adjective, adverb, verb, tense, apostrophe,clause, direct grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: determiner, pronoun, adverbialcomma, semi colon, bullet points12in discussing terminology in consonant letter accurately and discussing their writing and reading: determiner, pronoun, adverbialcomma, semi colon, bullet points		terminology in	family, prefix,	Use and		synonym, antonym,
their writing : noun, noun phrase, statement, question, exclamation, compound, suffix, adjective, adverb, verb, tense, apostrophe,speech, consonant, consonant letter vowel, vowel letter, inverted commaterminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: determiner, pronoun, possessive pronoun, adverbialbullet pointsbullet pointsbullet points		English Appendix	clause, subordinate	understand the		ellipsis, hyphen,
noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe,English Appendix 2 accurately and appropriately when discussing their writing and reading: determiner, pronoun, possessive pronoun, adverbial		2 in discussing	clause, direct	grammatical		comma, semi colon,
phrase, statement, question, exclamation, command, discussing theiraccurately and appropriately when discussing theirverb, tense, apostrophe,vowel, vowel letter, inverted commaaccurately and appropriately when discussing theirverb, tense, apostrophe,vowel, vowel letter, inverted commaaccurately and appropriately when discussing theirverb, tense, apostrophe,vowel, vowel letter, inverted commaaccurately and appropriately when discussing theirverb, tense, apostrophe,vowel, vowel letter, inverted commapronoun, possessive pronoun, adverbial		their writing :	speech, consonant,	terminology in		bullet points
statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe,inverted comma discussing their writing and reading: determiner, pronoun, pronoun, adverbial		noun, noun	consonant letter	English Appendix 2		
question,discussing theirexclamation,writing andcommand,reading:compound, suffix,determiner,adjective, adverb,pronoun,verb, tense,possessiveapostrophe,pronoun, adverbial		phrase,	vowel, vowel letter,	accurately and		
exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, writing and reading: determiner, pronoun, possessive pronoun, adverbial		statement,	inverted comma			
command,reading:compound, suffix,determiner,adjective, adverb,pronoun,verb, tense,possessiveapostrophe,pronoun, adverbial		question,		-		
compound, suffix, adjective, adverb, verb, tense, apostrophe,determiner, pronoun, possessive pronoun, adverbial		exclamation,		writing and		
adjective, adverb, verb, tense, apostrophe,pronoun, possessive pronoun, adverbial		command,		reading:		
verb, tense, apostrophe,possessive pronoun, adverbial		compound, suffix,		determiner,		
apostrophe, pronoun, adverbial		adjective, adverb,		pronoun,		
		verb, tense,		possessive		
comma		apostrophe,		pronoun, adverbial		
		comma				

Handwriting									
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
Draws lines and	Sit correctly at a	Form lower-case	Use the diagonal	Use the diagonal	Write legibly,	Write legibly,			
circles using gross	table, holding a	letters of the	and horizontal	and horizontal	fluently and with	fluently and with			
motor movements.	pencil comfortably	correct size	strokes that are	strokes that are	increasing speed by	increasing speed by			
	and correctly	relative to one	needed to join	needed to join	choosing which	choosing which			
Holds pencil		another	letters and	letters and	shape of a letter to	shape of a letter to			
between thumb and			understand which	understand which	use when given	use when given			



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two fingers, no	Begin to form	Write capital	letters, when	letters, when	choices and	choices and
longer using whole-	lower-case letters	letters and digits	adjacent to one	adjacent to one	deciding whether or	deciding whether or
hand grasp.	in the correct	of the correct size,	another, are best	another, are best	not to join specific	not to join specific
Holds pencil near	direction, starting	orientation and	left unjoined	left unjoined	letters	letters
point between first	and finishing in	relationship to	Increase the	Is able to maintain	Write legibly,	Write legibly,
two fingers and	the right place	one another and	legibility,	fluency of writing	fluently and with	fluently and with
thumb and uses it		to lower case	consistency and	and has sufficient	increasing speed	increasing speed
with good control.	Form capital	letters	quality of their	stamina for typical	choosing the	choosing the writing
	letters		handwriting	written tasks	writing implement	implement that is
Can copy some		Use spacing			that is best suited	best suited for a
letters, e.g. letters	Form digits 0-9	between words		Can correctly join	for a task	task
from their name.		that reflects the		letters in		
	Understand which	size of the letters		accordance with		
Shows a preference	letters belong to			the school's agreed		
for a dominant	which handwriting	Use some of the		style		
hand.	'families' (i.e.	diagonal and				
	letters that are	horizontal strokes		Increase the		
	formed in similar	needed to join		legibility,		
	ways) and practice	letters and		consistency and		
	these.	understand which		quality of their		
		letters, when		handwriting		
		adjacent to one				
		another, are best				
		left unjoined				

Evidence for greater depth						
Children can spell	There is no	Write effectively	There is no specific	There is no specific	There is no specific	To use the full range
phonically regular	specific national	and coherently	national guidance	national guidance for	national guidance	of punctuation
words of more than	guidance for	for different	for working at	working at greater	for working at	accurately.
one syllable as well	working at	purposes,	greater depth for	depth for Years 1, 3,	greater depth for	
as many irregular	greater depth for	drawing on their	Years 1, 3, 4, 5.	4, 5.	Years 1, 3, 4, 5.	



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but high frequency	Years 1, 3, 4, 5.	reading to inform	However, we	However, we would	However, we	To accurately use
words.	However, we	their vocabulary	would use some of	use some of the	would use some of	semi-colons to mark
	would use some	and grammar.	the following to	following to begin to	the following to	boundaries
Children use key	of the following		begin to assess for	assess for greater	begin to assess for	between clauses.
features of narrative	to begin to assess	Make simple	greater depth in	depth in these year	greater depth in	
in their own writing.	for greater depth	additions,	these year groups:	groups:	these year groups:	To accurately use
	in these year	revisions and				colons to mark
	groups:	corrections to	Evidence that	Evidence that	Evidence that	boundaries
		their own writing.	children are	children are applying	children are	between clauses.
	Evidence that		applying this	this standard of	applying this	
	children are	Use the	standard of literacy	literacy across other	standard of literacy	To manipulate
	applying this	punctuation	across other areas	areas of their	across other areas	grammar structures
	standard of	taught in KS1	of their learning.	learning.	of their learning.	and vocabulary to
	literacy across	mostly correctly.				control the level of
	other areas of		Children are	Children are applying	Children are	formality in my
	their learning.	Spell most	applying their	their knowledge	applying their	writing.
		common	knowledge	consistently,	knowledge	
	Children are	exception words.	consistently,	confidently and	consistently,	
	applying their		confidently and	fluently.	confidently and	
	knowledge	Use suffixes	fluently.		fluently.	
	consistently,	mostly correctly		Children are		
	confidently and	in their writing	Children are	beginning to use the	Children are	
	fluently.	(e.g.	beginning to use	next year group's	beginning to use	
		-ment, -ness, -ful,	the next year	punctuation	the next year	
	Children are	-less, -ly).	group's	objectives.	group's	
	beginning to use		punctuation		punctuation	
	the next year	Join letters in	objectives.	Being able to explain	objectives.	
	group's	most of their		their thought		
	punctuation	handwriting.	Being able to	process confidently	Being able to	
	objectives.		explain their	e.g. a word choice	explain their	
			thought process		thought process	



SCHOON					
Being able to	CO	onfidently e.g. a	Moderate these	confidently e.g. a	
explain their	wa	ord choice	children's writing	word choice	
thought process			across school and/or		
confidently e.g.	M	loderate these	within the cluster	Moderate these	
a word choice	ch	nildren's writing		children's writing	
	ac	cross school		across school	
Moderate these	an	nd/or within the		and/or within the	
children's writing	clu	uster		cluster	
across school					
and/or within the					
cluster					