



Writing Progression



Nursery	B-	B=	B+
Writing / Mark Making	I will engage in mark making.	I enjoy the sensory experience of mark making using a range of resources on a large scale.	I will join in with mark-making using a range of different tools such as brushes, chalks, spoons, paints.
	NI-	NI=	NI+
	I am beginning to understand the cause and effect of my actions in my mark making. I know that the marks I make are of value.	I can distinguish between the different marks I make. I enjoy drawing and writing on paper, on screen and on different textures, such as in sand and through using touch-screen technology.	I can make marks using different resources. I can add marks to drawings and begin to give meaning. I can make marks that stand for my name.
	N2-	N2=	N2+
	I can mark make in my play for a purpose e.g. list / sign. I can add marks to drawings and begin to give meaning.	I am beginning to imitate adults writing by making continuous lines of shapes and/or symbols, written left to right. I am beginning to make letter-type shapes to represent my name.	I can use a comfortable grip with good control. I show a preference for a dominant hand. I can use some letter shapes to convey meaning such as letters from my name. I can write my own name with support.

Reception	Autumn R-	Spring R=	Summer R+
Transcriptional Skills Handwriting	I can use one-handed tools and equipment e.g. making snips in paper with scissors. I can show a preference for a dominant hand. I can use a range of tools competently, safely and confidently. (pencils, paintbrushes, scissors, knives, forks and spoons) I can form at least 10 letters correctly.	I can use a comfortable grip with good control when holding pens and pencils. I can use my core muscles to achieve good posture when sitting at a table or sitting on the floor. I can develop the foundations of a handwriting style that is accurate and efficient. I can write some letters accurately.	I can sit correctly at a table. I can hold a pencil with a tripod grip. I can form most letters in the correct direction, although shape and size may be irregular. I can form capital letters correctly
Transcriptional Skills Phonics and Spelling	I can use some of my print and letter knowledge in my writing. I can write some of or all of my name independently. I can begin to make phonetical attempts at words.	I can write all my name. I can form most letters accurately. I can begin to make phonetical attempts at words, recording the sounds I can hear. I can write CVC words accurately.	I can spell words by identifying the sounds and then writing the sound with letter/s. I can spell CVC words accurately. I can make phonetical attempts at longer words. I can spell phase 2 tricky words: I can spell words ending in s correctly e.g. hats, sits.
Composition Skills Punctuation	I can use a capital letter for the pronoun I.	I can leave spaces between words. I can write capital letters.	I can write short sentences with words with known sound- letter correspondences using a capital letter and full stop? I can write capital letters for names.
Composition Skills Grammar and Sentence Structure	I can give meaning to the marks I make.	I can say a simple sentence for adult scribe. I am beginning to record simple sentences and phrases. I can begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc	I can say and write a simple sentence that can be read by others. I can articulate my ideas and thoughts in well-formed sentences. I can retell a familiar story, some as exact repetition and some in my own words. I can express my ideas and feelings about my experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from my teacher.
Composition Skills Text Content	I am beginning to write for different purposes - card, list, label.	I can write for different purposes - card, list, label. I am beginning use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.	I can write for different purposes - card, list, label. I can use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.

YEAR ONE	Autumn I-	Spring I=	Summer I+
Transcriptional Skills Handwriting	I can sit correctly at a table. I can hold a pencil with a tripod grip. I can form letters in the correct direction, although shape and size may be irregular. I can form capital letters correctly	I can form letters in the correct direction starting and finishing in the right place. I understand which letters belong to which handwriting families and write these letters correctly. To use spacing between words. I can form digits 0-9 correctly.	I can form lower case letters of the correct size and orientation to one another.
Transcriptional Skills Phonics and Spelling	I can name the letters of the alphabet. I can spell words with double letters. I can spell words ending in s or es. I can spell words using phase 2 and phase 3 graphemes. I can spell phase 3 tricky words.	I can break longer words into syllables when spelling. I can make recognisable attempts at spelling words not known. I can spell words with short vowels and adjacent consonants. I can spell the days of the week. I can spell words ending in ed and est. I can write simple dictated sentences including the words taught so far. I can spell phase 4 tricky words.	I can spell unknown words using phase 5 phonics sounds. I can spell words ending in ing and er where no change is needed to the root word. I can use the prefix un to change the meaning of words. I can spell most Year 1 common exception words. I can use letter names to show the alternative spellings of the same phonemes. I can write simple dictated sentences including the words taught so far.
Composition Skills Punctuation	I can use a capital letter to begin sentences. I can use spaces between words. I can use a full stop to end sentences,	Consolidate Autumn Objectives I can use capital letters for names. I can write questions using a question mark. I can write a sentence using an exclamation mark.	I can punctuate sentences using a capital letter and a full stop, question mark and exclamation mark. I can use a capital letter for names of people, places, the days of the week and the personal pronoun I. I can leave spaces between words.
Composition Skills Grammar and Sentence Structure	I can say a sentence out loud before I write it down. I can leave clear spaces between words. I can use a word bank to include specific vocabulary in my writing. I can use adjectives in labels.	I can compose a sentence orally before writing it out. I can use the conjunction "and" to join ideas within a sentence. I can begin to add adjectives to add detail to my sentences.	I can attempt to use other conjunctions e.g. because, so, or, but I can sequence sentences to form short narratives. I can reread sentences that I have written to check they make sense.
Composition Skills Text Content	I can use predictable and repeated phrases in own writing drawn from reading and role-play. I can write sentences to match a picture. I can plan my ideas before writing them. I can re-read my own writing aloud clearly to others	I can discuss what I have written with the teacher or other pupils. I can describe a character using simple adjectives. I can describe a setting using simple adjectives. I can use traditional story language.	I can sequence sentences to form short narratives. (real life and fictional) I can use descriptive language using some comparative and superlative adjectives.
Composition Skills Editing	I can correct my work with adult help.	With adult support I can read back my writing to check it all makes sense	I can re-read every sentence that I write and check it matches my idea. I can read back my writing to check it all makes sense. I can edit writing in order to make improvements to spelling, and simple punctuation sometimes with adult guidance.

YEAR TWO	Autumn 2-	Spring 2=	Summer 2+
Transcriptional Skills Handwriting	I can write capital letters of the correct size and orientation to one another. I can write digits with consistent size and orientation. I can use appropriate spacing between words. I can form lower case letters of the correct size and orientation relative to one another.	I can begin to use some of the diagonal and horizontal strokes needed to join letters. I can use appropriate spacing between words. That reflects the size of the letters.	I can form lower case letters of the correct size and orientation to one another. I can use some of the diagonal and horizontal strokes needed to join letters. I understand which letters, when adjacent, are best left unjoined (b, p, s, x)
Transcriptional Skills Phonics and Spelling	I can carefully segment words to spell using my knowledge of phonemes and graphemes. I can make phonetically plausible attempts to write unknown words. I can spell year 1 common exception words. I can spell words ending in double letters. I can spell longer words using suffixes er, es, s, ed and ing. I can spell words with alternative graphemes. (e.g. k, ck, ch, tch) I can write simple dictated sentences including the words taught so far.	I can carefully segment words to spell using my knowledge of phonemes and graphemes. I can make phonetically plausible attempts to write unknown words. I can spell longer words using suffixes er, es, s, ed and ing. I can spell words with alternative graphemes (e.g. kn, gn, wr, ge, dge, ey, el, le) I can write simple dictated sentences including the words taught so far.	I can carefully segment words to spell using my knowledge of phonemes and graphemes. I can spell longer words using suffixes ment, ness, ful less and ly. I can identify and spell some homophones / near homophones. I can spell most year 2 common exception words. I can write simple dictated sentences including the words taught so far.
Composition Skills Punctuation	I can use full stops and capital letters mostly correctly. I can use capital letters for the personal pronoun I and for most proper nouns. I can begin to use commas to separate items in a list. I can use spaces between words that reflects the size of the letters.	I can mostly use question marks to accurately demarcate questions. I can mostly use exclamation marks accurately to demarcate sentences. I can use apostrophes mark where letters are missing in the most common contractions e.g. don't, won't, I'll, I'm, can't, it's, didn't	I can use apostrophes for singular possession. I can edit and redraft writing to make improvements to punctuation.
Composition Skills Grammar and Sentence Structure	I can orally rehearse a sequence of sentences. I can use coordinating conjunctions to add detail to my sentences e.g. or, and, but I can use expanded noun phrases to describe, expand my idea.	I can use subordinating conjunctions to add detail to my sentences e.g. when, if, that, because I can use present and past tenses correctly and consistently including the progressive form.	I can make careful word choices and use specific vocabulary in my non-fiction writing. I can use different types of sentences in my writing (statements, questions, exclamations and commands)
Composition Skills Text Content	I can plan and discuss the content of my writing. I can retell a story using simple descriptive language. I can innovate a story using my own ideas.	I can develop stamina for writing by writing for different purposes. I can write a range of narratives. I can use information to write a short non-chronological report. I can produce non-narrative writing using simple organisational devices such as headings and sub-headings. I can write simple instructions using imperative verbs and commands.	I can read aloud what I have written with correct intonation to make the meaning of my writing clear. I can write about real events. (diary entry) I can write instructions using imperative verbs and precise language choices and commands. I can write a simple persuasive piece. GD I can discuss the structure, grammatical features and use of vocabulary of different pieces of writing. I can discuss different models of writing, taking account of audience and purpose. I can write effectively and coherently for different purposes, drawing on my reading to inform the vocabulary and grammar of my writing.
Composition Skills Editing	I can re-read to check that my writing makes sense. I can edit writing in order to make improvements to spelling, and simple punctuation sometimes with adult guidance.	I can proof read and make changes, sometimes independently and sometimes in discussion with an adult to improve spelling, grammar and punctuation.	I can evaluate my writing independently, with peers and with my teacher by making simple additions and corrections. GD I can independently make simple additions, revisions and proof-reading corrections to my own writing.