



Progression of skills and knowledge – Writing Assessment Framework					English – Writing		
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Purpose and Audience	Write simple phrases and sentences which can be read by themselves and others.	Sequence sentences to write short, coherent narratives. (real or fictional)	Write simple, coherent narratives about personal experiences and those of others (real or fictional)	Write for a range of real purposes and audiences	Write for a range of real purposes with awareness of audience.	Write for a range of purposes and audiences, demonstrating selection of content and use of appropriate form.	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader
Tense	Communication and language – express ideas and feelings about experiences using full sentences, including use of past, present and future tenses.	Use present tense mostly accurately and growing accuracy of past tense.	Use present and past tense mostly correctly and consistently.	Use past/present tense consistently (including progressive tense) and begin to use present perfect form.	Use a variety of verb forms correctly and consistently (past, present, progressive, present perfect)	Use a variety of verb forms correctly and consistently (simple past and present tense, progressive and present perfect) Use modal verbs and adverbs to indicate degrees of possibility.	Use verb tenses consistently and correctly throughout their writing



Appropriate Vocabulary and Grammatical Structures	Communication and language - Develop a deep familiarity with new vocabulary and use in different contexts.	Use 'and' to join words and sentences (co-ordination)	Use co-ordination (e.g. or/ and / but) and some subordination (e.g. when/ if/ that/ because) to join clauses.	Use a wider variety of conjunctions to join clauses (subordination and coordination)	Use a range of sentences with more than one clause by using a wider range of conjunctions (when, if, because, although).	Extend the range of sentences with more than one clause by using a wider range of conjunctions.	Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately.
	Speaking – Express ideas and feelings about experiences using full sentences and making use of conjunctions with modelling and support from the teacher.				Use fronted adverbials to vary sentence structure (time, place and cause/manner)	Use relative clauses to add detail or description (who, which, where, when, whose, that or an omitted relative pronoun) and parenthesis appropriately. Make appropriate choices of vocabulary to enhance meaning.	
Level of Detail	Communication and language - Develop a deep familiarity with new vocabulary and use in different contexts.	Use some simple description.	Use expanded noun phrases to add description and detail. Use-ly to turn adjectives into adverbs.	Use expanded noun phrases to add description and detail with appropriate punctuation. Write using a varied and rich vocabulary. Begin to use adverbs and prepositions to sequence ideas.	Use expanded noun phrases to add description and detail with appropriate punctuation. Develop character and setting descriptions using expanded noun phrases, fronted adverbials. Use speech to build a character and evoke a response. Write using a varied and rich vocabulary.	Use expanded noun phrases, adverbs, determiners and prepositional phrases to convey complicated information concisely. Make appropriate choices of vocabulary to enhance meaning. Use some adverbs to show certainty and to indicate degrees of possibility. Integrate dialogue in narratives to convey character.	In narratives, describe settings, characters and atmosphere. Integrate dialogue in narratives to convey character and advance the action.



Cohesive devices	<p>Communication and language - Engage in story times.</p> <p>Retell stories and narratives, using their own words and recently introduced vocabulary.</p>	<p><i>Begin to link ideas or events by subject and/or pronoun.</i></p> <p><i>Write short narratives ensuring that many sentences are sequenced accurately.</i></p>	<p><i>Evidence of a sequence of connected ideas.</i></p> <p><i>Use adverbs and subordination to support sequence of events.</i></p>	<p>Write a full sequence of events.</p> <p>Use adverbs and prepositions to sequence ideas.</p>	<p>Use fronted adverbials to connect and introduce paragraphs</p>	<p>Use a range of devices to build cohesion within a paragraph (adverbs, adverbials, tense choices, and a variety of nouns, pronouns and determiners to avoid repetition).</p> <p>Use paragraphs to organise more complex information in non-fiction and in narratives, use paragraphs to organise and sequence.</p>	<p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</p> <p>Integrate dialogue in narratives to convey character and advance the action.</p>
Text Structure and Organisation				<p>In non-narrative, group related ideas in paragraphs.</p> <p>In narrative, write an opening paragraph and further paragraphs for each stage</p>	<p>Develop character and setting descriptions using expanded noun phrases and fronted adverbials.</p> <p>Use paragraphs correctly to organise information around a theme and to organise and sequence.</p>	<p>Use paragraphs to organise more complex information in non-fiction and in narratives, use paragraphs to organise and sequence.</p>	<p><i>Use paragraphs to develop and expand some ideas; descriptions, themes or events in depth.</i></p> <p><i>Use a range of organisational and presentational devices to guide the reader.</i></p>
Punctuation	<p>Write short sentences using a capital letter and a full stop.</p>	<p>Demarcate some sentences with capital letters and full stops, and begin to use ? and ! correctly when required.</p> <p><i>CL for names of people, places and days of the week.</i></p>	<p>Demarcate most sentences in their writing with capital letters and full stops, and use ? correctly when required.</p>	<p>Use a full range of punctuation and some use of inverted commas to punctuate direct speech.</p>	<p>Accurate use of full range of punctuation, including Y4 punctuation (full stops, capital letters, exclamation marks, question marks, commas to separate items in a list, apostrophes for contracted forms and possession, commas after fronted adverbials, inverted commas for direct speech)</p>	<p>Some accurate use of Y5 punctuation (brackets, dashes, commas to indicate parenthesis and commas to clarify meaning or avoid ambiguity)</p>	<p>Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</p>



Spelling	<p>Use phonic knowledge to write words in ways which match their spoken sounds.</p> <p>Write some irregular common words.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p>	<p>Segment spoken words into phonemes and represent these by previously taught graphemes, spelling them with some accuracy and making phonetically plausible attempts at others.</p> <p>Spell many year 1 harder to read and spell words accurately.</p> <p>Apply prefix –un and suffixes with accuracy where no change is needed to the root word. (–ed, –ing, –er, –est, –s and –es)</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically decodable attempts at others.</p> <p>Spell many harder to read and spell words.</p> <p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p>	<p>Some accurate spelling of words from Y3/4 wordlist and some accurate use of prefixes/suffixes and homophones in Y3/Y4 spelling appendix.</p>	<p>Accurate spelling of words from Y3/4 wordlist and accurate use of prefixes/suffixes and homophones in Y3/Y4 spelling appendix.</p>	<p>Some accurate spelling of words from Y5/6 word list and rules/patterns from spelling appendix.</p>	<p>Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p>
Handwriting	<p>Hold a pencil effectively using the tripod grip in almost all cases.</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>Form letters and digits of the correct size, orientation and relationship to one another.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p>	<p>Begin to write with greater fluency (horizontal/diagonal strokes)</p>	<p>Join handwriting throughout independent writing using diagonal and horizontal strokes with greater fluency.</p>	<p>Join handwriting throughout independent writing using diagonal and horizontal strokes with fluency.</p>	<p>Maintain legibility in joined handwriting when writing at speed.</p>



Editing	Re-read what has been written to check it makes sense.	Re-read work to check that it makes sense.	<i>Reread writing checking for meaning and tense form.</i>	Begin to evaluate writing by assessing effectiveness and propose and make changes to grammar and vocabulary.	Evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation.	Evaluate writing according to purpose, considering the effectiveness of word choice, grammar and punctuation, including use of tense and subject-verb agreement.	<i>Evaluate and edit writing according to purpose considering the effectiveness of word choice, grammar and punctuation, including use of tense, subject-verb agreement and register.</i>
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Statements from Development Matters

Statements from National Curriculum but not on Teaching Assessment Framework for Year 2 and Year 6