



Semley English Writing Progression.

Year 1

When children start Year 1, they should be able to:			
• Use finger spaces	• Form lower and upper-case letters correctly	• Write captions, labels and simple sentences	• Read their own writing aloud
• Use story language in re-telling	• Show some awareness in their writing of full stops and capital letters	• Confidently spell using phase 4 graphemes and phonemes	
It is important that these skills are embedded for automaticity as early as possible into Year 1 if not already. This should inform intervention teaching alongside the quality first teaching of Y1 objectives.			

	Skills progression	Composition
1	Orally rehearse sentences before writing	Plan by talking about ideas Create simple story maps
2	Demarcate most sentences using a full stop	
3	Demarcate most sentences using a capital letter	
4	Join words using 'and'	<ul style="list-style-type: none"> * Use simple narrative features: * story language (once upon a time, happily ever after) * 'power of three' (he walked and he walked and he walked) * repetition (Then he waited and walked...and watched and waited...) * figurative language (alliteration, simile)
5	Use 'and' to join a simple sentence	
6	Use a capital letter for proper nouns	
7	Write sequences of linked sentences	Write stories with characters based on class reading and role play
8	Use the present and past tense mostly accurately	Write stories based on familiar settings:
9	Begin to demarcate sentences using question marks	* real life
10	Sequence sentences to form short texts	* traditional stories
11	Begin to use some features of standard English	Use simple language features of non-fiction:
12	Begin to demarcate sentences using exclamation marks	* first person in recounts
13	Spell compound words correctly most of the time	* accurate nouns and verbs
14	Spell most of the Y1 common exception words	* some use of specific vocabulary
15	Spell words with the range of Y1 phonemes mostly correctly	Use simple organisational features in fiction:
16	Add -er, -ed, -ing, -est to words where no change to the root word is needed	* beginning, middle and end
17	Add -es and -s to words to make plurals where no change to the root word is needed	Use simple organisational features in non-fiction:
18	Spell the days of the week	* captions
19	Use the prefix -un	* instructions in the right order
20	Form lower-case letters of the correct size relative to one another, starting and finishing in the right place	Write for simple audiences and purposes based on real-life experiences:
21	Use some diagonal and horizontal strokes needed to join letters	* thank-you letters, instructions, recounts, reports, stories
22	Write capital letters and digits 0-9 of correct size and orientation to one another and to lower-case letters	Develop stamina by providing opportunities for children to write more extended pieces of writing.

Year 1 writers achieving mastery use and apply the Year 1 learning independently in different contexts.

GDS Descriptors

Write recounts which are chronologically organised and can be found across other curriculum areas.

Write in a logical order, linking events and ideas.

Write narratives using some key narrative language from stories they know.

They can open a narrative by describing a character, rather than writing about an event

Write narratives with a clear opening, middle and ending.

Write for a purpose to hold the reader's interest.

Accurately construct sentences with capital letters and the correct end punctuation to indicate statements, questions or exclamations.

Write more extended sentences, experimenting with different conjunctions (eg. 'because' and 'but') and different ways of starting sentences —using pronouns and adverbs.

Actively seek and use new words in their writing, including precisely chosen nouns, adjectives and technical words as appropriate.

Use simple noun phrases eg. a huge, scary monster

Make plausible attempts at spelling new words, using phonic knowledge from Year 1 and beyond accurately.

Form letters correctly and orientated, with clear ascenders and descenders. Capital and lower case letters are evident

Year 2

When children start Year 2, they should be able to:

<ul style="list-style-type: none"> Spell the Year 1 common exception words 	<ul style="list-style-type: none"> Add -er, -est, -ing, -ed where there is no change in the spelling of the root word 	<ul style="list-style-type: none"> Proof read and edit their writing using word banks, displays, guided work and response to marking/feedback
<ul style="list-style-type: none"> Accurately read and write using the Year 1 phonemes 	<ul style="list-style-type: none"> Form lower-case letters, capital letters and digits 0-9 correctly And understand which letters belong to which family 	

It is important that these skills are embedded for automaticity as early as possible into Year 2 if not already. This should inform intervention teaching alongside the quality first teaching of Y2 objectives.

	Skills progression	EXS	Composition
1	Write for a range of purposes and audiences based on personal experience and high-quality texts		Record ideas (eg. through story maps, flow charts..)
2	Use full stops and capital letters consistently		Orally rehearse sentences before writing
3	Use sentences with different forms: <i>statements</i>		Create simple plots in narratives with an opening, build-up, dilemma and resolution/ending – based on class reading/stories with repetitive structures
4	Use noun phrases to describe and specify		Create simple characters in narratives:
5	Use co-ordination (and/but/or/yet/so)		* Heroes and villains *1 or 2 main characters
6	Use sentences with different forms: <i>questions</i>		* Describe appearance, feelings
7	Use question marks accurately		Create simple settings in narratives:
8	Use a variety of simple pronouns (within TAF bullet 1)		* the woods, under the sea, space, desert island
9	Use the progressive form of verbs		Use the main language features of narrative:
10	Use sentences with different forms: <i>commands</i>		* story language
11	Use subordination (when/if/that/because) to add extra information		* powerful verbs
12	Use the present and past tenses correctly and consistently		* third person
13	Use a variety of simple, compound and complex sentences (within TAF bullet 5)		* tenses
14	Maintain stamina in longer pieces of writing (within TAF bullet 1)		* power of three (He wore old shoes, torn trousers and a hat with a hole.)
15	Use some features of standard written English (within TAF bullets 1 and 4)		Use recurring language:
16	Evaluate their writing through discussion and make improvements to clarify the meaning and sense		* they searched far and wide
17	Spell many of the Y2 common exception words and homophones		* in a land far, far away
18	Spell many words with the range of Y2 phonemes mostly correctly		* Once there was a boy
19	Add -er, -ed, -ing, -est to words where a change to the root word is needed		Use the main language features of non-fiction:
20	Add -ies to words to make plurals where a change to the root word is needed		* Imperative verbs for instructions
21	Form correctly sized and orientated lower-case letters, upper-case letters and digits (with appropriate spacing)		* Adverbs such as firstly, next, then
22	Read their writing aloud with intonation to make the meaning clear		* Third person for reports
23	Use a dictionary		Use the main organisational features in fiction and non-fiction:
24	Use sentence with different forms: <i>exclamations</i>		* Clear beginning, middle and end
			* Headings for posters
			* Numbered instructions
			* Information in sections
			Dialogue may be used in narrative writing with inverted commas beginning to be used accurately

Year 2 writers achieving mastery write longer texts which maintain the purpose of the text type whenever they are writing, including in other curriculum areas.

GDS Descriptors

Narratives are clearly structured and have an ending which relates to the main character.

Dialogue is usually included in narrative writing with speech marks used accurately.

Non-narrative texts are organised and laid out appropriately. Related material is grouped into sections with some attempts at paragraphing.

Word choices are more precise with specific nouns and well-chosen adjectives which are often drawn from their reading.

Some literary devices such as similes/alliteration are used for effect.

Expanded noun phrases are used to add detail for effect and go beyond the simple addition of an adjective.

A range of sentence starters are used which may also be drawn from their reading. This will include some adverbials which move events on.

Punctuation taught so far is used to ensure that meaning is clear.

Spelling is mostly accurate with plausible errors in more ambitious word choices.

Discuss the effectiveness of their writing and may make changes without prompting.

Diagonal and horizontal strokes are used to join some letters.

Year 3

When children start Year 3, they should be able to:			
• Spell the Year 2 common exception words	• Write accurately punctuated, coherent sentences	• Use expanded noun phrases	• Proof-read and edit their writing
• Accurately read and write using the Y2 phonemes	• Use expected punctuation from Year 2	• Use past and present tense consistently	
It is important that these skills are embedded for automaticity as early as possible into Year 3 if not already. This should inform intervention teaching alongside the quality first teaching of Y3 objectives.			

	Skills progression	Composition
1	Write for a range of purposes and audiences based on personal experience and high-quality texts	Compose and rehearse sentences orally – including dialogue – before writing
2	Use a or an correctly	
3	Use a range of adverbs, conjunctions and prepositions: <i>time</i>	Record and note ideas through making notes, story maps, flow charts, ‘boxing up’ frames
4	Use a range of adverbs, conjunctions and prepositions: <i>place</i>	
5	Use a range of adverbs, conjunctions and prepositions: <i>cause</i>	Consistently use the language features of narrative:
6	Create plots in narratives with a clear opening, build up, dilemma, resolution, ending	* use of speech
7	Create settings that are appropriate for the type of story/effect	* power of three (She leapt over the gate, through the long grass and into the barn.)
8	Describe characters in narratives	
9	Use the present perfect form of verbs	Consistently use the language features of non-fiction:
10	Use a range of coordinating and subordinating connectives accurately to form a variety of compound and complex sentences	* technical language
11	Use paragraphs to group related ideas	* precise nouns and pronouns (oak tree instead of tree, crow instead of bird)
12	Use commas in lists, apostrophes for contraction and singular possession	Use a range of organisational features in fiction and non-fiction:
13	Demarcate direct speech with inverted commas (speech marks)	* headings and sub-headings
14	Consistently use features of standard English and explore when non-standard English could be used	* columns
15	Use nouns and pronouns to aid cohesion within sentences	* logical sequencing
16	Use a dictionary	* captions
17	Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y3 grammar and spelling expectations	Use figurative language:
18	Proof-read and edit their writing	* similes (He was as calm as a cloud floating in the sky.)
19	Read their own writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear	* alliteration (The sparkling sea danced in the scorching sunshine.)
20	Spell many words from the Y3 word list and use these accurately in their writing	
21	Meet Year 3 expectations from the chosen spelling scheme	

Year 3 writers achieving mastery are beginning to make choices about the appropriate style of writing for their purpose.

GDS Descriptors

The impact of their reading is reflected in their writing.

Write narratives that are very well structured and that have a clear ending which directly relates to the beginning.

Write in clear paragraphs and clearly show when they are writing about different events or information.

Writing is carefully planned and annotated with precise word choices.

Effectively use verbs and adverbs to add detail to events, settings and characters.

Write with increasing awareness of their reader, actively attempting to engage them.

Confidently use a variety of sentence structures.

Sentence starters show greater variety, including the use of adverbials of time and place.

Understand the concept of main and subordinate clauses.

Writing is punctuated accurately to ensure meaning is clear.

Begin to demarcate speech with all necessary punctuation.

Writing is edited; changes are made to create greater impact on the reader and proof read for accuracy.

Year 4

When children start Year 4, they should be able to:		
• Spell the Y3 words from the word list	• Use all Y3 punctuation consistently and accurately	• Use simple, progressive and perfect forms of verbs
• Meet expectations of the Y3 spelling programme	• Use direct speech (with inverted commas correct)	• Use a range of adverbs for time, place and cause
	• Use simple paragraphs	• Consistently use a range of coordinating and subordinating conjunctions
It is important that these skills are embedded for automaticity as early as possible into Year 4 if not already. This should inform intervention teaching alongside the quality first teaching of Y4 objectives.		

	Skills progression	Composition
1	Write for a range of purposes and audiences based on personal experience and high-quality texts	Compose and rehearse more complex sentences orally before writing, including those with dialogue
2	Use possessive pronouns	
3	Use noun phrases expanded with modifying adjectives	
4	Use noun phrases expanded with modifying nouns	Record and note ideas through making notes, story maps, flow charts, 'boxing up' frames
5	Use noun phrases expanded with prepositional phrases	
6	Use fronted adverbials for time, manner and place	Expand their use of narrative language features:
7	Use commas after fronted adverbials	* Figurative language
8	Describe plots in narratives, linking the end to the opening	- similes
9	Develop settings linked to the genre and intended effect	- alliteration
10	Develop characters in narratives	- hyperbole
11	Use paragraphs to organise ideas around a theme across the text	* 'Power of three' linked to sentence work:
12	Use nouns and pronouns to aid cohesion and avoid repetition within paragraphs	- The cottage was almost invisible, hiding under a thick layer of snow and glistening in the sunlight.
13	Use inverted commas and other punctuation accurately to mark speech	* Descriptive language drawn from their own reading
14	Identify main and subordinate clauses	
15	Write complex sentences with the subordinate clause at the start and at the end of the sentence	Expand their use of non-fiction language features:
16	Control the use of standard and non-standard English	* Technical vocabulary linked to topic
17	Understand the difference between plural and possessive -s Use apostrophes for plural possession	* Precise nouns and pronouns (fernlike plants instead of plants, macaw instead of bird)
18	Use a dictionary	* Interesting and relevant descriptive language
19	Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y4 grammar and spelling expectations	
20	Proof-read and edit their writing	
21	Read their own writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear	
22	Spell many words from the Year 4 word list and use these accurately in their writing	
23	Meet Y4 expectations from the chosen spelling scheme	
24	Use legible, joined writing consistently	

Year 4 writers achieving mastery demonstrate good awareness of the audience for their writing.

GDS Descriptors

Choose vocabulary and structures for a purpose and to engage and impact on their identified reader.

Word choices are well considered and are used to build a description, an event, tension or emotion.

Technical vocabulary is used purposefully in non-narrative writing.

Writing demonstrates an understanding of the use of formal and informal language, dependent on the purpose and audience.

Different sentence types and varied word order are used to create specific effects.

Commas are used securely to separate main and subordinate clauses.

Use a range of tenses and verb forms confidently and effectively.

Paragraphing is clear and ideas are developing and linked to guide the reader through the text.

Writing usually has a clear voice which is sustained through both shorter and more extended texts.

Clear links with reading are made, with writers using models from their reading to construct sentences and paragraphs. The editing process draws explicitly on this.

Year 5

When children start Year 5, they should be able to:		
<ul style="list-style-type: none"> Spell the Year 3/4 words from the word list 	<ul style="list-style-type: none"> Identify main and subordinate clauses 	<ul style="list-style-type: none"> Use all Year 4 punctuation consistently and accurately, including all speech punctuation
<ul style="list-style-type: none"> Meet expectations of the Y4 spelling programme 	<ul style="list-style-type: none"> Use fronted adverbials, with commas 	<ul style="list-style-type: none"> Organise paragraphs around a theme
It is important that these skills are embedded for automaticity as early as possible into Year 5 if not already. This should inform intervention teaching alongside the quality first teaching of Y5 objectives.		

	Skills progression	Composition
1	Write for a range of purposes and audiences based on personal experience and high-quality texts	Compose and rehearse more complex sentences before writing, including dialogue Explore and use their own techniques to note ideas, drawing on research where necessary
2	Write sentences with the subordinate clause at the start and the end of the sentence	Control plots: * Use of foreshadowing *Dialogue to move the action on
3	Use commas to separate main and subordinate clauses	
4	Indicate degrees of possibility using modal verbs	Extend and refine their use of narrative language features:
5	Indicate degrees of possibility using modal adverbs	* Reported speech instead of direct
6	Use embedded clauses	* Repetition for effect
7	Use brackets and dashes to mark parenthesis	* 'Power of three' linked to grammar expectations:
8	Use dashes for afterthoughts	* The wind whistled through the trees, tickling the autumn leaves, as the night drew in.
9	Use a range of cohesive devices within paragraphs	* Use a range of figurative language:
10	Use a range of devices between paragraphs	* similes (...as angry as an erupting volcano)
11	Use relative pronouns	* metaphor (He was an erupting volcano.)
12	Use defining and non-defining relative clauses – Defining: provide essential information, no commas needed Non-defining: provide additional information, need commas	* personification (Gnarled fingers stretched out from the tree's body..) * allusion (It was a Pandora's box of horrors..) * idioms (Tom had been feeling under the weather for weeks.)
13	Use commas to mark non-defining relative clauses	Extend and refine their use of non-fiction language features:
14	Develop settings and atmosphere in detail	* technical vocabulary linked to the topic *precise description
15	Develop characterisation by drawing on their reading	Effective use of organisational features in fiction and non-fiction:
16	Write with appropriate levels of formality for audience and purpose	* balancing action, description and dialogue *balancing fact and opinion
17	Use a dictionary and thesaurus effectively	* bullet points *tables, charts, diagrams
18	Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y5 grammar and spelling expectations	Use a range of verb forms: * progressive * perfect * modal
19	Proof-read and edit their writing	Provide a range of opportunities to write for varying levels of formality:
20	Read their own writing aloud using appropriate intonation, controlling the tone, volume and movement to make the meaning clear	* a formal persuasive letter to a company
21	Spell many words from the Year 5 word list and use these accurately in their own writing	* an informal letter/email to a friend
22	Meet the Y5 expectations from the chosen spelling scheme	* a friendly-formal information text
23	Use legible, joined writing consistently	* formal and informal sets of instructions * a formal police/eye-witness report

Year 5 writers at mastery write texts in different contexts across the curriculum with clear purpose and audience.

GDS Descriptors

Writing is clearly structured and organised according to the text type.

Attempt to write hybrid texts to show an alternative point of view or to engage the reader with an unexpected approach.

The use of Standard English is consistent and the level of formality is appropriate for the register of the text.

Beginning to experiment with using the passive voice.

Paragraphs are clearly constructed and help to guide the reader through the text.

Paragraphs in narrative writing support the plot structure and clearly signal changes in time, place and events.

Paragraphs consistently open with topic sentences setting out the main idea which is then developed.

In all writing, the closing of a text refers to the opening.

Adapt sentence structures by re-ordering or embedding clauses and use different sentence lengths to create effects.

Expanded noun phrases and sentence starters with effective word choices add detail.

Begin to use semi-colons to separate main clauses.

Commas are use accurately to mark grammatical boundaries and proof reading checks that they help to clarify meaning.

Editing process can involve taking our or simplifying rather than just adding or amending.

Year 6

When children start Year 6, they should be able to:			
• Spell the Year 5 words from the word list	• Use relative and embedded clauses	• Use modal verbs and adverbs to express possibility	• Maintain cohesion within and between paragraphs
• Meet expectations of the Y5 spelling programme	• Use commas to punctuate clauses	• Use all Year 5 punctuation consistently and accurately	
It is important that these skills are embedded for automaticity as early as possible into Year 6 if not already. This should inform intervention teaching alongside the quality first teaching of Y6 objectives.			

	Skills progression	EXS	Composition
1	Write for a range of purposes and audiences, selecting language that shows good awareness of reader		Make choices about the most efficient way to note ideas, drawing on research from a range of sources where necessary
2	Use expanded noun phrases across their writing to convey complicated information precisely		
3	Use verb tenses consistently and accurately		Control and maintain plots:
4	Use formal and informal question tags		* use of foreshadowing
5	Use passive voice to create empathy or suspense (within TAF bullets 1 and 4)		* dialogue to move the action on
6	Use passive voice to create a formal tone (within TAF bullets 1 and 4)		* stories told from more than one viewpoint
7	Use semi-colons to mark independent clauses		Use different ways of opening and closing narratives
8	Use dialogue to convey character and advance the action		* Develop characters in detail:
9	Develop settings, characters and atmosphere in detail		* relationships between characters
10	Use a range of simple, compound and complex sentence structures, moving the position of the subordinate clause (within TAF bullets 1, 4 and 5)		* how others react to them
11	Manipulate and control the use of narrative language features (within TAF bullets 1, 2, 3 and 4)		* use of grammatical features such as passive voice
12	Use the range of punctuation taught at KS2 mostly correctly		Extend and refine their use of narrative language features:
13	Use a range of figurative language (within TAF bullets 1 and 4)		* reported speech instead of direct
14	Manipulate and control the use of non-fiction language features (within TAF bullets 1 and 4)		* repetition for effect
15	Manipulate and control the use of organisational features (within TAF bullets 1, 4 and 5)		* power of three linked to grammar expectations (The storm howled through the harbour, sails flapping and metal clanging, as the night drew in.)
16	Use a range of devices to build cohesion within and between paragraphs		Extend and refine their use of non-fiction language features:
17	Use a dictionary and thesaurus effectively		* technical vocabulary linked to topic
18	Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y6 grammar and spelling expectations		* precise description
19	Proof-read and edit their writing		Use a range of verb forms for effect:
20	Read their own writing aloud using appropriate intonation, controlling the tone, volume and movement to make the meaning clear		* progressive *perfect *modal
21	Spell most words from the Y5/6 word list and use these accurately in their writing		
22	Meet the Y6 spelling expectations in the National Curriculum		
23	Use legible, joined writing consistently when writing at speed		
24	Use colons to mark independent clauses		

Year 6 writers at mastery have consistently met the Y6 writing expectations over a period of time and in a range of writing for different purposes and readers.

GDS Descriptors

All samples have a clear purpose and audience with the reader successfully engaged.

All samples also show the individual “voice” and style of the pupil as a writer.

Shorter pieces are well-crafted for impact and longer pieces are sustained and consistent.

Writing is carefully structured and organised according to its context.

Paragraphs successfully guide the reader through the text and are shaped and developed to ensure cohesion.

Endings are clear and linked to openings dependent on the text type.

Word choices are precise and selected for the purpose and audience.

The use of sentences is controlled and a range of structures are used to create specific effects.

Literary devices are well-chosen and used appropriately to create intended effects.

Punctuation is accurate and used to clarify meaning.

Spelling is consistently accurate.

Handwriting is fluent, joined and legible with a developed personal style.