

Progress in Knowledge and Skills: Writing

Updated September 2022



	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Composition	Write simple phrases and sentences that can be read by others.	Compose sentences orally and in writing.	Write about real events, recording these simply and clearly	Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.	Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.	Write for a range of purposes and audiences.	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing). GDS: Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
	To be able to plan their own writing and write without reminders.		Write sentences that are sequenced to form a short narrative (real or fictional)	Begin to use simple organisational devices in non-narrative (headings/sub-headings)	Use simple organisational devices in non-narrative (headings/sub-headings)	In non-narrative, use organisational devices in non-narrative to support the reader (headings/sub-headings/bullet points)	WTS: In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).

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Composition			Add description and specification through the use of expanded noun phrase.	Write using a rich and varied vocabulary.	Write using a rich and varied vocabulary appropriate to purpose and form.	Select language that shows some awareness of the reader (e.g. simplifying vocabulary for a younger audience; maintaining impersonal language in a more formal information text).	Selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly. GDS: Distinguish between the language of speech and writing and choose the appropriate register. GDS: Managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures
		Sequence sentences to form a short narrative or piece of information writing.	Write simple, coherent narratives about personal experiences and those of others (real or fictional)	In narrative create simple settings, characters and plot.	Write narratives with a clear plot, and describe settings and characters.	In narrative, describe settings, characters and begin to develop atmosphere (show not tell).	In narratives, describe settings, characters and atmosphere.
				Begin to use direct speech within narratives.	Make effective choices about using direct speech within narratives.	Use dialogue in narratives to convey character and advance the action.	Creating atmosphere, and integrating dialogue to convey character and advance the action.
		Combine words to form grammatically accurate sentences.	Write different types of sentences – statements, commands, questions and exclamatory sentences.	Use paragraphs as a way of grouping related material.	Use paragraphs to organise ideas around a theme, e.g. making use of topic sentence in non- narrative. Use pronouns and nouns within and across sentences to aid cohesion and avoid repetition.	Use a range of devices to build cohesion within and across paragraph	Using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs

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Composition		Re-read and check writing makes sense.	GDS: Make simple additions, revisions and proof-reading corrections to their own writing.	Proofread for spelling and punctuation (see Y3 age-related expectations for accuracy below).	Proofread for spelling and punctuation (see Y4 age-related expectations for accuracy below).	Proofread for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use etc).	Proof read for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).
		Re-read and check writing makes sense.	GDS: Make simple additions, revisions and proof-reading corrections to their own writing.	Evaluate the effectiveness of writing and suggest improvements	Evaluate the effectiveness of writing and suggest improvements.	Make choices in drafting and editing writing, showing understanding of how these enhance the meaning.	Make choices in drafting and revising writing, showing understanding of how these enhance meaning.
Grammar							