

The Federation of Chislet Church of England Primary and Hoath Primary Schools



Writing Progression Reception to Year 6

A writer at the end of Reception can...	A writer at the end of Key Stage 1 can...	A writer at the end of Year 4 Can...	A writer at the end of Year 6 can...
<ul style="list-style-type: none"> • use their phonic knowledge to write words in ways that match their spoken sounds using recognisable letters, most of which are correctly formed. • write some irregular, common exception words. • They are able to write simple sentences and phrases which can be read by themselves and others. Some of the words are spelt correctly and others are phonetically plausible. • They are beginning to write stories and beginning to have an understanding of the structures that some genres need. 	<ul style="list-style-type: none"> • use their phonic knowledge to segment spoken words into phonemes and representing these graphemes mainly correctly. They are learning new ways of spelling phonemes as well as common exception words. They are adding suffixes to spell longer words and are beginning to know the possessive apostrophe. • write narratives about personal experiences and those of others both real and fiction. They can write about real events, poetry and instructional texts. • begin to plan what they are going to write about and will write sentence by sentence, encapsulating what they want to say. • write sentences in different tenses; use capital letters, full stops, commas and apostrophes correctly. They handwriting is mostly consistent in form and size. 	<ul style="list-style-type: none"> • discuss and record ideas, compose and rehearse sentences orally and are building a varied and rich vocabulary and range of sentence structures. They are able to organise paragraphs around a theme; create settings, characters and plots and use simple organisational devices for non-fiction texts. • assess their own and others writing and suggest constructive improvements. They can propose changes to grammar and vocabulary to improve consistency, including the accuracy of pronouns in sentences. • extend their range of sentences with more than one clause by using when, if, because and although. • read aloud their own writing to a group or class using appropriate annotation, tone and volume. • use extended noun phrases, and know the differences between plurals and possessive –s. They are also able to use punctuation for direct speech. 	<ul style="list-style-type: none"> • identify the audience for and purpose of writing, selecting the appropriate form and using similar writing as models for their own. They are able to select the appropriate grammar and vocabulary, understanding how such choices can change or enhance meaning in narratives for settings, characters and atmosphere. • assess the effectiveness of their own and others writing and proposing changes to grammar and vocabulary. • write consistently and use the correct tenses throughout a piece of writing. • recognise vocabulary and structures that are appropriate for formal speech and writing including subjunctive forms. • use the perfect form of verbs to mark relationships of time and cause as well as use synonyms and antonyms effectively.