



Writing- Composition

Key Stage Two Progression of Skills



National Curriculum	Year 2	Year 3	Year 4	Year 5	Year 6
	The statements below are from Development Matters. Follow this link for more information.	Children acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for writing. They write clearly, accurately, coherently, adapting their language and style in and for a range of contexts, purposes and audiences. For more information on the Reading National Curriculum click here (Year 3 and 4- page 33 and Year 5 and 6- page 41).			
Purpose	Write clear, simple fiction and non-fiction texts, using some appropriate features of language e.g. story language, layout. Include enough detail and information to interest and inform the reader.	Write for a range of real purposes and audiences, including relevant detail and showing awareness of appropriate genre features e.g. headings and subheadings in a report. Write at least a page in an extended narrative.	Write for a range of purposes and audiences with consideration of the reader e.g. direct address to them on side, some language taken from texts they have read, independent use of devices to organise non-narrative texts.	Engage reader and sustains interest through consistent use of style, deliberate choices of language for effect, extra detail added for clarity. Sustain writing for at least two pages in extended narrative.	Consistently and effectively use the appropriate features of genres, vocabulary, grammatical structures and register (level of formality/informality) for the audience and purpose. Develop points of view and authorial voice.
Planning	Make a plan (with some pictures and key words, phrases or sentences) for what they are going to write about. Use a given model for planning.	After discussion, use features of similar writing (structure, vocabulary, grammar) to make a plan following a model.	Begin to make personal choices when planning e.g. format of plan.	Independently use similar writing as models for their own writing.	Use a variety of approaches to support effective planning. Select the appropriate form for their audience and purpose.
Sentence Structure and Cohesion	Plan and write own stories with a logical and succinct series of events with full complete sentences.	Create settings and character by including some descriptive detail e.g. of feelings or motives.	Develop mood and atmosphere, by including both setting descriptions across a text and dialogue.	Use a range of cohesive devices to build cohesion within sentences and paragraphs including pronouns and adverbials.	Describe settings, characters and atmosphere.
	Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command and use each sentence type.	Begin to use the appropriate pronoun for clarity and cohesion e.g. I cuddled my brother and he didn't like it.	Begin to use paragraphs to organise information into themes.	Introduction to bullet points to list information.	Varies length and focus of sentences to express subtleties in meaning and focus on key ideas.
		Introduced to paragraphs to group related information together.	Appropriate use of pronouns to across all sentences to add cohesion and avoid repetition e.g. Elephants are herbivores. They live in fields.		Blend dialogue, action and description appropriately.
					Link ideas across paragraphs using a wider range of cohesive devices including: pronouns, adverbials, repetition of a word or phrase and ellipsis (e.g. she did it because she wanted to do it...)
					Consistent use of bullet points to list information.

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Vocabulary	Include some dialogue when retelling familiar stories.	Include dialogue within story writing and use to reveal detail about character.	Describe characters physically and through their actions and speech.	Maintain balance of dialogue and narrative.	Integrate dialogue in narratives to convey character and to advance the action.
	Use some well-chosen adjectives to describe characters and setting	Use expanded noun phrases for descriptions and specification (e.g. the cuddly, brown bear).	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).	Using expanded noun phrases to convey complicated information concisely (e.g. a shy boy with pale, delicate features).	Make precise and effective use of varied descriptive language.
	Use expanded noun phrases for descriptions and specification (e.g. the brown bear).	Use of prepositions in phrases (e.g. before, after, during in, after).	Make writing more vivid through figurative language (similes and metaphors).	Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.	Using expanded noun phrases to convey complicated information concisely.
	Add detail to a sentence by adding adverbs ending in – ly (e.g. He stepped quietly).	Use some similes to describe.		Indicating degrees of possibility using adverbs (e.g. possibly, perhaps, surely).	Select level of formality needed.
				Use expressive and figurative (including personification) to create mood and atmosphere.	Use relative clauses with an omitted pronoun.

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Vocabulary	Conjunctions				
	Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join two clauses.	Extending range of sentences with more than one clause by using a wider range of conjunctions (including when, if because, although).	Extending range of sentences with more than one clause by using a wider range of conjunctions (including when, if because, although).	Use a range of conjunctions and adverbials to link, compare and contrast and extend ideas, information and events.	Uses a variety of simple, compound and complex sentences where appropriate according to the demands of the text type, including embedded subordinate clauses for economy or expression.
					Use of the semi-colon or dash instead of conjunction to mark the boundary between independent clauses (e.g. The train was delayed so I missed my meeting > The train was delayed; I missed my meeting).
	Adverbs				
	Use a few time words to aid sequencing e.g. first, next, one day (to be formally introduced as adverbs to indicate time.	Use of a range of adverbs an adverbial phrases to add information within a sentence & begin to front sentences using them (e.g. next, soon, this morning, in the afternoon).	Use a range of adverbs and adverbial phrases to begin sentences (fronted adverbials) and includes a comma afterwards to separate from the rest of the sentence (e.g. Later that day, the ship sank.)	Linkind ideas across paragraphs using time adverbials (e.g. Later that day), adverbials of place (e.g. beside the tree) and number (e.g. Firstly).	Linking ideas across paragarhrs using a wider range of cohesive devices e.g. the use of adverbials (a range of adverbials of time/ frequency and subordinating, conjunctions to link, compare or contrast e.g. on the other hand, in contrast, or as a consequence).
				Use adverbials to build cohesion across sentences and paragraph (e.g. Firstly, However, In addition to this).	
	Verb forms				
	Use simple past and present tense mostly correctly and consistently.	Use present perfect verb form: 'He has gone out to play.'	Use Standard English forms of verb inflections instead of local spoken forms (e.g. we were not we was/ I did not I done).	Use tenses to link ideas (He had never seen her before).	Use the passive voice to affect the presentation of information of a sentence (e.g. the boy was helped (by the girl).
	Start to use present progressive: (e.g. she is helping the boy.)		Use a wider range of verb forms including progressive, perfect.	Use modal verb (e.g. She might help the boy/ she should help the boy/ she must help the boy) to indicate degrees of possibility.	Using the perfect form of verbs to mark relationships of time and cause (e.g. He had eaten lunch when you arrived).
	Start to use past progressive: (e.g. she was helping the boy.)			Use the perfect form of verbs to mark relationships of time and cause Where appropriate, maintains tense consistently; where shifts in tense occur, moves between past, present and future with some confidence (limited slips may occur).	Use subjunctive forms of verbs to show level of formality. Where appropriate, maintains tense and person consistently where shifts in tense occur, moves between them with some confidence.

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Punctuation and Grammar requirements for each year	Adjective Adverb Apostrophe Comma Command Compound Exclamation Noun, noun phrase Question Statement Suffix Tense (past, present) Verb	Clause / Subordinate clause Conjunction Direct speech Inverted commas/ Speech marks Prefix Preposition Suffix Word family	Adverbial Pronoun Possessive pronoun (Determiner)	Brackets Cohesion Dash Modal verb / adverb Parenthesis Relative clause/ pronoun	Active / Passive Bullet points Colon Ellipsis Hyphen Semi-colon Subject / Object Synonym / Antonym
Punctuation	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.	Begin to understand how to start a new line for dialogue for a new speaker.	Start a new line for dialogue for a new speaker.	Uses full range of punctuation accurately to demarcate within sentences including apostrophes and proof reads for accuracy.	Uses full range of punctuation accurately to demarcate within sentences including apostrophes and proof reads for accuracy.
	Learn how to use familiar and new punctuation accurately.	Begin to use inverted commas to punctuate speech.	Use inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: e.g. the conductor shouted, "Sit down!")	Uses full range of punctuation accurately to demarcate sentences including to suggest a shift in time, place, mood or subject and proof reads for accuracy.	Uses full range of punctuation accurately to demarcate sentences including ellipsis for omission or to suggest a shift in time, place, mood or subject and proof reads for accuracy.
	Use commas to separate items in a list.	Begin to use apostrophes to mark plural possession (for example, the girl's name, and the girls' names). The grammatical difference between plural and possessive –s.	Use of commas after fronted adverbials (e.g. Last Friday, we went to the park).	Use brackets, dashes or commas to indicate parenthesis (commas marking boundaries between independent clauses) e.g. my brother, who lives, in Australia, will be visiting.	Use the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up. Don't touch the dog- he might bite.)
	Use apostrophes to mark where letters are missing in spelling.		Use apostrophes to mark plural possession (for example, the girl's name, the girls' names).		
	Use apostrophes to mark singular possession in nouns (e.g. the girl's name).			Use commas to clarify meaning or avoid ambiguity (e.g. I like cooking, my family, my pets and running.)	Use hyphens to avoid ambiguity.
				Use speech punctuation correctly most of the time when a single speaker's words are interrupted by a reporting clause.	

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Editing	Re-read writing aloud and spot some mistakes in tense or familiar spellings/ sentence punctuation. Use classroom resources such as word-banks to make corrections.	Re-read writing and suggest improvements. Know how dictionaries/thesauruses are organised and that these can be used to make corrections and improvements.	Use different techniques and resources (including dictionaries) to support editing and correct many errors in spelling and punctuation. Suggest changes to vocabulary, punctuation, spelling and grammar.	Re-read writing and check for subject/verb agreement when using singular/ plural. Use a thesaurus to select vocabulary. Make changes to clarify meaning or enhance effect.	Use a range of techniques to edit thoroughly, leaving very few errors. Evaluate writing for overall effectiveness for purpose and impact on audience, starting to adapt it.