



Writing Skills Progression of Skills at Abbey CE VA Primary School



EYFS to Year 6

Year Group	Composition and Effect	Grammar and Punctuation	Planning and Drafting
EYFS	<ul style="list-style-type: none">• Gives meaning to marks made in drawing, writing and painting• Breaks flow of speech into words using finger spaces• Writes own name, labels and captions• Attempts short sentences in meaningful contexts	<ul style="list-style-type: none">• Uses clearly identifiable letters to communicate meaning• Represents some sounds correctly in sequence• Writes simple phrases and sentences that others can read	<ul style="list-style-type: none">• Says out loud what they will write about• Discusses ideas with teachers and peers• Uses role play and small world play to develop storytelling
Year 1	<ul style="list-style-type: none">• Sequences sentences to form short narratives• Uses simple descriptive language• Writes for different purposes (stories, recounts, poems)• Shows awareness of story language	<ul style="list-style-type: none">• Joins words and clauses using 'and'• Uses capital letters, full stops, question marks and exclamation marks• Uses capital letters for names, places, days of week• Begins using adjectives for description	<ul style="list-style-type: none">• Composes sentences orally before writing• Re-reads work to check it makes sense• Uses Write Stuff's "reading as a writer" approach
Year 2	<ul style="list-style-type: none">• Writes narratives about personal and others' experiences• Uses expanded noun phrases to describe• Develops positive attitudes toward writing• Shows awareness of purpose and audience	<ul style="list-style-type: none">• Uses subordination (when, if, that, because) and coordination (or, and, but)• Uses present and past tense correctly• Uses commas in lists• Uses apostrophes for contraction and possession	<ul style="list-style-type: none">• Plans writing orally• Evaluates writing with teachers and peers• Makes simple revisions and corrections• Uses Write Stuff's "FANTASTICs" for vocabulary
Year 3	<ul style="list-style-type: none">• Creates settings, characters and plot• Uses headings and sub-headings• Begins using paragraphs	<ul style="list-style-type: none">• Uses wider range of conjunctions• Uses present perfect form of verbs• Uses adverbs and prepositions for time/cause	<ul style="list-style-type: none">• Discusses similar writing examples• Rehearses sentences orally• Uses "BOOMTASTICs" for suspense• Assesses own and others' writing

Year Group	Composition and Effect	Grammar and Punctuation	Planning and Drafting
	<ul style="list-style-type: none"> Shows audience awareness through vocabulary 	<ul style="list-style-type: none"> Begins using inverted commas for speech 	
Year 4	<ul style="list-style-type: none"> Creates detailed settings, characters and plot Uses organisational devices in non-narrative writing Enhances meaning through vocabulary choice Develops paragraph coherence 	<ul style="list-style-type: none"> Uses fronted adverbials with commas Uses pronouns or nouns for cohesion Uses apostrophes for plural possession Uses standard English verb inflections 	<ul style="list-style-type: none"> Plans using various formats Organises paragraphs by theme Uses "GRAMMARSTICS" for sentence variety Improves consistency through editing
Year 5	<ul style="list-style-type: none"> Identifies audience and purpose Selects appropriate grammar and vocabulary Describes settings, characters and atmosphere Integrates dialogue effectively 	<ul style="list-style-type: none"> Uses relative clauses with pronouns Uses commas to clarify meaning Uses brackets, dashes or commas for parenthesis Uses modal verbs for possibility 	<ul style="list-style-type: none"> Develops ideas from reading Uses Write Stuff's "three zones" Studies authors' character/setting development Maintains consistent tense
Year 6	<ul style="list-style-type: none"> Matches form and style to audience/purpose Selects vocabulary and grammar for impact Uses cohesive devices effectively Controls levels of formality 	<ul style="list-style-type: none"> Uses passive voice effectively Uses expanded noun phrases for precision Uses hyphens to avoid ambiguity Uses semi-colons, colons and dashes 	<ul style="list-style-type: none"> Selects appropriate writing forms Uses "independent application zones" Ensures subject-verb agreement Proof-reads thoroughly

Key Assessment Points:

- Regular assessment using Herts for Learning criteria
- Implementation of Write Stuff's "Three Zones of Writing" across all years
- Collection of independent writing evidence
- Cross-year group moderation

Cross-Curricular Writing:

- Application of writing skills across subjects
- Use of subject-specific vocabulary
- Maintenance of writing standards in all areas
- Regular extended writing opportunities