



Progression in Writing - Lower Key Stage 2

	Year 2	Year 3	Year 4
Planning writing and editing	Write for a range of purposes and audiences based on personal experience and high-quality texts	Write for a range of purposes and audiences based on personal experience and high-quality texts	Write for a range of purposes and audiences based on personal experience and high-quality texts
	To write simple poetry.	To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).	
	To write narratives about personal experiences and those of others (real and fictional).	Describe characters in narratives	Develop characters in narratives
	To write about real events.	Create plots in narratives with a clear opening, build up, dilemma, resolution, ending	Develop settings linked to the genre and intended effect
		To begin to create settings, characters and plot in narratives.	Describe plots in narratives, linking the end to the opening
	Evaluate their writing through discussion and make improvements to clarify the meaning and sense	Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y3 grammar and spelling expectations	Evaluate their writing through discussion and make improvements through revising the grammar and vocabulary in relation to the Y4 grammar and spelling expectations
	Maintain stamina in longer pieces of writing		
	To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary	To make deliberate ambitious word choices to add detail.	
	To encapsulate what they want to say, sentence by sentence.	To compose and rehearse sentences orally (including dialogue).	
	Read their writing aloud with intonation to make the meaning clear	Read their own writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear	Read their own writing aloud using appropriate intonation and controlling the tone and volume so that the meaning is clear
	To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).	Proof-read and edit their writing	Proof-read and edit their writing
	To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.		



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Greater Depth	Proof-read and edit their writing in relation to the Y2 grammar and spelling expectations	Writing is carefully planned and annotated with precise word choices (from across the curriculum) Effectively use verbs and adverbs to add detail to events, settings and characters Writing is edited; changes are made to create greater impact on the reader and proof-read for accuracy	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. Consistently use editing and revising strategies to improve the quality and accuracy of their writing
Awareness of audience, purpose and structure.	To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.	To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	
	To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.	To begin to use ideas from their own reading and modelled examples to plan their writing.	To progressively build and use a varied and rich vocabulary
	Use noun phrases to describe and specify	Use nouns and pronouns to aid cohesion within sentences	Use nouns and pronouns to aid cohesion and avoid repetition within paragraphs
	To use expanded noun phrases to describe and specify (e.g. the blue butterfly).		Use noun phrases expanded with modifying adjectives
			Use noun phrases expanded with modifying nouns
			Use noun phrases expanded with prepositional phrases
			Use noun phrases expanded with modifying adjectives
			Use noun phrases expanded with modifying nouns
Use noun phrases expanded with prepositional phrases			
Greater Depth	Word choices are more precise with specific nouns and well-chosen adjectives (which are often drawn from their reading)	Write with increasing awareness of their reader, actively attempting to engage them	Different sentence types and varied word order are used to create specific effects



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	Discuss the effectiveness of their writing and may make changes without prompting		<p>Choose vocabulary and structure for a purpose and to engage and impact on their identified reader</p> <p>Word choices are well considered and are used to build a description, an even, tension or emotion</p> <p>Technical vocabulary is used purposefully in non-narrative writing</p>
Sentence construction	To use some features of written Standard English.	Consistently use features of standard English and explore when non-standard English could be used	Control the use of standard and non-standard English
	Use the present and past tenses correctly and consistently	Maintain the correct tense in a piece of writing	To always maintain an accurate tense throughout a piece of writing
	Use sentences with different forms: statements		
	Use sentences with different forms: questions		
	Use question marks accurately		
	Use sentences with different forms: commands		
	Use sentence with different forms: exclamations		
	Use co-ordination (and/but/or/yet/so)	Use a range of coordinating and subordinating connectives accurately to form a variety of compound and complex sentences	Write complex sentences with the subordinate clause at the start and at the end of the sentence
	Use subordination (when/if/that/because) to add extra information	To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.	Identify main and subordinate clauses
	Use a variety of simple, compound and complex sentences	To use a range of conjunctions, adverbs and prepositions to show time, place and cause.	Use fronted adverbials for time, manner and place
Greater Depth	A range of sentence starters are used which may also be drawn from their reading. This may include some adverbials which move events on.	<p>Confidently use a variety of sentence structures</p> <p>Sentence starters show greater variety; including the use of adverbials of time and place</p>	Writing demonstrates an understanding of the use of formal and informal language, dependent on the purpose and audience
Punctuation and Grammar	Use full stops and capital letters consistently	Use paragraphs to group related ideas	Use paragraphs to organise ideas around a theme across the text



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	Use a variety of simple pronouns		Use possessive pronouns
	Use the progressive form of verbs	Use the present perfect form of verbs	
	Use question marks correctly		
	Use exclamation marks correctly		
	To use commas to separate lists;	Use commas in lists	Use commas after fronted adverbials
	Use apostrophes to mark singular possession and contractions.	Use apostrophes for contraction and singular possession	Understand the difference between plural and possessive -s Use apostrophes for plural possession
		Demarcate direct speech with inverted commas (speech marks)	Use inverted commas and other punctuation accurately to mark speech
	To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	Use a range of adverbs, conjunctions and prepositions: time	
		Use a range of adverbs, conjunctions and prepositions: place	
		Use a range of adverbs, conjunctions and prepositions: cause	
		Use a or an correctly	
		To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.
Greater Depth	<p>Use commas in lists</p> <p>Use exclamation marks as an indication to the reader</p> <p>Use apostrophes for contractions</p>	<p>Begin to demarcate speech with all necessary punctuation</p> <p>Writing is punctuated accurately to ensure meaning is clear</p>	<p>Commas are used securely to separate main and subordinate clauses</p> <p>Paragraphing is clear and ideas are developing and linked to guide the reader through the text</p> <p>Use a range of tenses and verb forms confidently and effectively</p>



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	<p>Use apostrophes for singular possession</p> <p>Punctuation taught so far is used to ensure meaning is clear.</p>	<p>Understand the concept of a main and subordinate clause</p> <p>Begin to use commas to separate main and subordinate clauses</p> <p>Write in clear paragraphs and clearly show when they are writing about different events or information</p>	
Handwriting	To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	To begin to use a neat, joined handwriting style with increasing accuracy and speed.	To consistently use a neat, joined handwriting style with increasing accuracy and speed.
	To use spacing between words that reflects the size of the letters.		
	To form lower case letters of the correct size, relative to one another.		
	Form correctly sized and orientated lower-case letters, upper-case letters and digits (with appropriate spacing)		
	To begin to use the diagonal and horizontal strokes needed to join letters.		
Greater Depth	Use diagonal and horizontal strokes to join letters consistently		
Spelling	Spell many of the Y2 common exception words and homophones	Spell many words from the Y3 word list and use these accurately in their writing	Spell many words from the Year 4 word list and use these accurately in their writing
	Spell many words with the range of Y2 phonemes mostly correctly	Meet Year 3 expectations	To spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).
		To spell words with the / eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).	To spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g.



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			expression, discussion, confession, permission, admission).
		To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).	To spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).
		To spell words with a/k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character). To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).	To spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).
		To spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).	To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).
		To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).	
		To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).	
		To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).	
	Add -er, -ed, -ing, -est to words where a change to the root word is needed	To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules.	To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).
		To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).	



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		To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).	To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).
		To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).	To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).
	Add -ies to words to make plurals where a change to the root word is needed		To spell words that use the possessive apostrophe with plural words, including irregular plurals.
	Use a dictionary	To use the first two or three letters of a word to check its spelling in a dictionary.	To use their spelling knowledge to use a dictionary more efficiently.
	Phonics Phase 6	To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.	
Greater Depth	<p>Spell most of the Y2 common exception words and homophones</p> <p>Spell most words with the range of Y2 phonemes mostly correctly</p> <p>Spelling is mostly accurate with plausible errors in more ambitious word choices</p> <p>Spell words with the suffixes -ment, -ness, -less, -ly, -ful</p>	Consistently apply Y3 spelling expectations across their writing	Consistently apply Y4 spelling expectations across their writing