Fordbridge Community Primary School
Writing Skills Progression (2026 - 27)

Year 1 Writing	Transcription		Composition	
	Spelling	**Handwriting**	**Composition: structure and purpose**	**Vocabulary, grammar and punctuation**
Emerging	Write from memory, short and simple dictated phrases or sentences containing the GPCs and words taught so far.	Some letters are correctly formed and orientated, including lower case, capital letters and digits.	Say out loud what they are going to write about; talk about where the sentence begins and ends, with support.	Write phrases, simple sentences or sentence-like structures, which can be partly understood.
				Often use 'and' to join words and clauses.
	Spell words containing each of the phonemes taught so far.	Capital letters formed correctly for own name and the personal pronoun 'I'.		Sometimes use a capital letter and full stop to show sentence boundaries, sometimes in the right place.
	Spell words using the prefix un- e.g. unhappy, unfair; some of the suffixes – ing, -ed, -er and –est where no change is made to the root word.	Some spaces are left between words, although inconsistently.	Attempt to write to the task.	Talk about question marks and exclamation marks; begin to know their purpose
	Spell some common exception words in the YR 1 spelling appendix.		Write simple phrases and sentences to form narratives based on real or fictional experiences.	
	Recognise and understand what a compound word is.	Most letters sit on the line, sometimes with guidance.	Orally compose and write simple poems, usually as a group.	Use a capital letter for their name and for the personal pronoun 'I'.
	Begin to understand the words 'singular' and 'plural'. Know how to add s to make plural nouns.		With support, re-read writing to check it makes sense.	With prompting, include adjectives to describe something.
	Name most letters of the alphabet; know some letter sequences in alphabetical order.		Discuss own writing with others; make simple changes where suggested.	Begin to use some features of Standard English, with prompting.
Expected	Write from memory, simple dictated sentences containing the GPCs and words taught so far.	Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size.	Compose sentences orally before writing; talk about where the sentence begins and ends.	Write sentences or sentence-like structures which can be clearly understood.
	Spell words containing each of the 40+ phonemes taught so far. Most words can be deciphered.			
	Spell words using the prefix un- e.g. unhappy, unfair; the suffixes –ing, -ed, er and –est where no change is made to the root word.	Capital letters formed correctly for some names of people, places and the days of the week.	Attempt to write appropriately to the task.	Often use 'and' to join words and clauses.
	Spell most common exception words in the YR 1 spelling appendix.		Sequence simple sentences and sentence-like forms to form short narratives based on real or fictional experiences.	Sometimes use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place.
	Recognise and spell a set of simple compound words.	Some spaces are left between words, although inconsistent.	Compose orally and write simple poems.	Sometimes use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'.
	Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches, catches.	Most letters sit on the line correctly.	Re-read writing to check it makes sense	Sometimes include adjectives for description.
	Name the letters of the alphabet in order.		Discuss own writing with others; make simple changes where suggested.	Begin to use some features of Standard English e.g. I did.
Exceeding	Confidently write from memory, simple dictated sentences containing the GPCs and words taught so far.	Most letters are correctly formed and orientated, including lower case, capital letters and digits.	Compose sentences orally before writing; talk with some confidence about where the sentence begins and ends.	Write sentences which are usually grammatically accurate.
	Spell words containing all of the 40+ phonemes; demonstrate confidence with consonant digraphs and vowel digraphs.		Write appropriately to the task.	Experiment with a range of joining words.

Fordbridge Community Primary School
Writing Skills Progression (2026 - 27)

	Spell words using the prefix un- e.g. unhappy, unfair; the suffixes –ing, -ed, er and –est where no change is made to the root word; know how the affix affects the meaning of the word.	Capital letters formed correctly and appropriately, relative to lower case letters.	Write sequences of accurate sentences to form narratives based on real or fictional experiences.	Reliably use a capital letter and full stop to show sentence boundaries; sometimes use question mark or exclamation mark in the right place.
	Spell at least all the common exception words in the YR 1 spelling appendix.	Spaces between words are appropriate in size.	Orally compose and write a variety of simple poems, sometimes independently.	Use a capital letter for the names of people and places, days of the week, and for the personal pronoun 'I'.
	Recognise and spell a wide range of simple compound words.	Letters sit on the line correctly.	Re-read writing independently, to check it makes sense.	Often include adjectives for description.
	Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches; and to 3rd person singular e.g. catches.	According to the school handwriting policy, some letters may be joined.	Discuss own writing with others; make appropriate revisions.	Use some features of Standard English e.g. I did, we were.
	Name the letters of the alphabet in order, quickly and confidently.			

Year 2 Writing	Transcription		Composition	
	Spelling	**Handwriting**	**Composition: structure and purpose**	**Vocabulary, grammar and punctuation**
Emerging	Write from memory simple dictated sentences which include familiar words and GPCs.	Holds pencil correctly.	Compose sentences orally. Use the drafting process to gather and write down ideas and key words.	Write sentences which are usually grammatically accurate, sequenced to form short narratives; combine words to form single clause sentences.
		Writing is legible.		Co-ordinate some sentences using and, or, but.
	Spell accurately most words containing previously taught phonemes.	Letters and digits are mostly formed and orientated accurately, with some consistency in size.	Write narratives about personal experiences or those of others, whether real or imagined, sometimes maintaining form.	Use capital letters for some proper nouns and the personal pronoun 'I'.
				Use punctuation to mark some sentences, including capital letters, full stops, question marks and exclamation marks; some use of commas in lists.
	Accurately spell words using affixes e.g. un-, -ing, -ed, -er and -est where the root does not change.	Spacing is usually appropriate to the size of letters.	Write about real events, sometimes maintaining form.	Show some examples of varied vocabulary, such as expanded noun phrases, to add descriptive detail.
	Spell most common exception words from Y1 spelling appendix, and some from Y2 e.g. child, who, again, any, Mrs.	Some letters are joined correctly, according to the school's handwriting approach.	Write poetry in a variety of forms, beginning to recognise its difference from other forms, e.g. narrative.	Begin to identify some of the following word classes: noun, adjective, verb and adverb.
	Spell some common homophones e.g. to, two; hear, here; blue, blew.		Re-read and check own writing. With support, proof read for errors. Talk about word choice, grammar and punctuation e.g. re-read sentence aloud and discuss where full stop should go.	Recognise past and present tense verbs and, with support, attempt to maintain tense orally and in writing.
	Attempt to spell some common contractions e.g. it's, can't; or to mark singular possession e.g. Dad's coat.			Sometimes use appropriate features of Standard English, such as subject-verb agreement e.g. we were, I did.
Expected	Write from memory, simple dictated sentences which include familiar words and GPCs.	Holds pencil correctly.	Compose sentences orally. Use the drafting process to gather and write down ideas and key words.	Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements.
		Writing is legible.		Co-ordinate sentences using and, or, but.
	Spell common decodable two and three syllable words which include familiar graphemes.	All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.	Write appropriate narratives about personal experiences or those of others, whether real or imagined, maintaining narrative form.	Sometimes use subordination e.g. when, if, because.
	Accurately spell words with suffixes– ment, -ness, -ful, -less, -ly, including those requiring a change to the root word.		Write about real events, maintaining form and purpose.	Use sentence demarcation with increasing accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.
	Spell most common exception words from Y2 spelling appendix e.g. because, every, children, father, would, old.	Spacing is appropriate to the size of letters.	Compose orally and write poetry in a variety of forms.	Use some varied vocabulary to create detail and interest, including adjectives to make noun phrases; adverbs and verbs.

Fordbridge Community Primary School
Writing Skills Progression (2026 - 27)

	Spell most common homophones in YR 2 spelling appendix e.g. to, too, two; hear, here; see, sea; blue, blew.	Some letters are joined correctly, according to the school's handwriting approach.	Re-read and check own writing. Proof read for errors. Evaluate word choice, grammar and punctuation; make revisions.	Identify word classes: noun, adjective, verb and adverb.
	Spell many common contractions accurately e.g. it's, can't, didn't; or to mark singular possession e.g. Mark's football.			Choose the past or present tense appropriately. Experiment with the progressive form e.g. she was swimming.
				Use appropriate features of Standard English.
Exceeding	Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.	Holds pencil correctly.	Compose sentences orally. Use the drafting process to gather and write down ideas and key words, drawn from wide reading.	Consistently write a range of sentence structures which are grammatically accurate e.g. commands, questions and statements.
	Spell confidently at the national standard, using phonemic knowledge and familiarity with YR 2 spelling rules and conventions.	Writing is legible.		Vary the ways in which clauses are joined, whether by co-ordination (using and, or, but) or subordination (when, if, because).
	Attempt to spell more ambitious vocabulary.	All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.	Maintain appropriate narrative form, through longer pieces of writing about personal experiences or those of others, whether real or imagined.	Punctuate sentences accurately, including capital letters, full stops, question marks and exclamation marks; commas in lists.
	Spell all common exception words in the YR 2 spelling appendix accurately.			Consistently use varied vocabulary to create detail and interest.
	Spell all common homophones in the YR 2 spelling appendix.	Spacing is appropriate to the size of letters.	Write about real events, independently maintaining form and purpose.	Identify four word classes and select appropriate usage of word.
	Spell a wide range of common contractions accurately e.g. it's, can't, didn't; or to mark singular possession.	Appropriate letters are joined consistently, according to the school's handwriting approach.	Confidently and independently write poems which are effective, in a variety of forms.	Choose the past or present tense appropriately, including the progressive form.
			Re-read writing and make revisions and additions, often without prompting.	Consistently use appropriate features of Standard English.

YR 3 Writing	Transcription		Composition	
	Spelling	**Handwriting**	**Composition: structure and purpose**	**Vocabulary, grammar and punctuation**
Emerging	Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.	Writing is usually legible.	Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing.	Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements.
	Use knowledge of morphology to spell some words with prefixes e.g. un-, dis-, mis-.	Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case.	Write to suit purpose, and show some features of the genre being taught.	Use coordinating conjunctions e.g. and, or, but, and simple subordinating conjunctions e.g. if, because, to join clauses.
	Spell words with the suffixes: tion, ation, -ly.		Write sentences in sequence. Signal simple beginning, middle, ending.	Begin to identify prepositions and understand what they are.
	Spell all the common homophones from the YR 2 spelling appendix e.g. one/won, sun/son.	Writing is sometimes appropriately spaced.	With scaffold and support, organise information into sections of similar content.	Demarcate some sentences accurately, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.
	Consolidate use of apostrophe for contractions and singular nouns. Introduce plural possession e.g. babies' dummies; boys' coats.	Appropriate letters are joined, according to the school's handwriting approach.	Use headings and subheadings to aid presentation.	Begin to use inverted commas for direct speech.
			Attempt to describe characters, settings and /or plot in a simple way, with some interesting details.	Understand the four word classes: noun, adjective, verb, adverb. Begin to understand their usage within context.
	Spell all common exception words from the YR 2 appendix. Spell a few words from the YR 3-4 statutory word list.		Make comments about own and others' writing, with direction; attempt to re-read and check own writing; make changes, sometimes with guidance.	Use 'a' or 'an' before a noun, sometimes accurately.
				Attempt to maintain the past or present tense.
	Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.	Writing is legible.	Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing.	Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements.

Fordbridge Community Primary School
Writing Skills Progression (2026 - 27)

Expected	Use knowledge of morphology to spell some words with prefixes e.g. dis- mis-, in-, super-, anti-.	Letters are gaining in consistency of size and formation. Capital letters are the correct size relative to lower case.	Write to suit purpose, and show some features of the genre being taught.	Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and simple subordinating conjunctions to join clauses.
	Spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion and ssion.		Create chronological narratives; write in sequence. Write simple beginning, middle, ending.	
	Write words spelt ei, eigh or ey e.g. vein, weight, obey.	Writing is usually spaced sufficiently so that ascenders and descenders do not meet.	With scaffold, organise sections broadly, within a theme.	Identify and use a range of prepositions.
	Spell a range of common homophones from the YR 3-4 spelling appendix e.g. berry, bury; break, brake; here, hear;		Use headings and subheadings to aid presentation.	Demarcate sentences with increasing security, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.
	Embed use of apostrophe for a range of contractions and for singular nouns. Introduce plural possession e.g. boys' coats.	Appropriate letters are joined, according to the school's handwriting approach.	Describe characters, settings and /or plot in a simple way, with some interesting details.	Identify direct speech. Begin to use inverted commas for direct speech.
				Consolidate knowledge of word classes: noun, adjective, verb, adverb. Use 'a' or 'an' according to whether the next word begins with a consonant or vowel.
	Spell some words from the YR 3-4 statutory word list.		Evaluate own and others' writing, with direction; re-read and check own writing; make changes.	Usually use the past or present tense appropriately. Sometimes use the present perfect e.g. He has gone out to play.
Exceeding	Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.	Writing is legible.	Write a range of forms to suit purpose and audience; show appropriate features of the genre.	Write a range of sentence types which are grammatically accurate.
	Accurately spell an increasing number of words with prefixes from the YR 3-4 appendix.	Letters are consistent in size and formation. Capital letters are the correct size relative to lower case.	Create chronological, well-formed narratives; write in clear sequence. Shape text with beginning, middle and ending.	Express time, place and cause using conjunctions e.g. when, before, after, while, so, because. Use coordinating and subordinating conjunctions to join clauses.
	Add further words with suffixes from the YR 3-4 appendix e.g. furniture; treasure; injection; possession.		Organise sections logically within a theme, often independently.	Identify and use a wide range of prepositions appropriately.
	Write words spelt ou e.g. young, touch, country.		Use headings and subheadings and other presentations devices.	Demarcate sentences accurately, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists.
	Accurately spell some homophones from the YR 3-4 examples e.g. fair/fare; missed/mist.	Writing is spaced sufficiently so that ascenders and descenders do not meet.	Describe characters, settings and plot in with some expansion of detail.	Identify direct speech and use inverted commas accurately.
	Use the apostrophe to mark singular and plural possession.		Compose and rehearse sentences orally. Talk about initial ideas in order to plan and draft before writing.	Identify word classes: noun, adjective, verb, adverb, and their usage within context of own writing.
	Spell accurately a range of words from the YR 3-4 statutory word list.			
		Appropriate letters are joined, according to the school's handwriting approach.	Discuss own and others' writing, making evaluative comments; reread and check own writing; make purposeful revisions.	Correctly use determiners a and an.
				Use the past or present tense consistently. Sometimes use the present perfect e.g. He has gone out to play.

Year 4 Writing	Transcription		Composition	
	Spelling	**Handwriting**	**Composition: structure, purpose**	**Vocabulary, grammar and punctuation**
Emerging	Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.	Writing is legible.	Discuss and develop initial ideas in order to plan and draft before writing.	Write a range of sentence types which are usually grammatically accurate e.g. commands, questions and statements.
				Use a growing number of connectives to join words and sentences e.g. but, if, because, when. Use time connectives to sequence events.
	Use knowledge of morphology to spell some words with prefixes from the YR 3-4 appendix e.g. in-, im-, auto-, re-.	All letters and digits are correctly formed and orientated in relation to one another. There may	Write in a number of different forms, to suit purpose and with a growing awareness of audience; use some appropriate features, with guidance.	

Fordbridge Community Primary School
Writing Skills Progression (2026 - 27)

	Add some of the suffixes from the YR 3-4 appendix e.g. poison/poisonous, invade/invasion.	be some variation in letter size.	Organise writing into sections or paragraphs, usually with a scaffold or prompt. Content within sections may lack cohesion.	Vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he…
	Write some word spelt ch e.g. echo, machine.			Use adjectives to create noun phrases in order to expand the detail in sentences.
	Accurately spell some homophones from the YR 3-4 examples e.g. here/hear; plain/plane; whether/weather.	Spaces between words are usually suited to letter size.	Use a range of presentational devices, including use of title and subheadings, with guidance.	Use sentence demarcation, mostly accurately, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials.
			Attempt to use dialogue, although balance between dialogue and narrative may be uneven.	
	Begin to use apostrophe to mark plural possession e.g. the girls' names.	Appropriate letters are joined consistently.	Describe characters, settings and plot, usually with emphasis on one or two of these; add some interesting details.	Use inverted commas accurately for direct speech.
				Identify the determiner.
	Spell accurately several words from the YR 3-4 statutory word list.			Attempt to maintain past or present tense; sometimes use present perfect e.g. She has gone outside.
			Evaluate own and others' writing; proof read, edit and revise, with direction.	
Expected	Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.	Writing is legible.	Discuss and develop initial ideas in order to plan and draft before writing.	Write a range of sentence types which are grammatically accurate e.g. commands, questions and statements. Experiment with sentences with more than one clause.
	Use knowledge of morphology to spell words with prefixes e.g. in-, il-, im-, re-, sub-, inter-, auto-.	All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.	Write to suit purpose and with a growing awareness of audience, using some appropriate features.	Use a variety of connectives to join words and sentences e.g. or, but, if, because, when, although. Use time connectives.
	Add suffixes which begin with a vowel e.g. forget, forgetting. Add suffixes –sion, -ous, -cian and –ly e.g. completely, basically.		Organise writing into sections or paragraphs, including fiction and non-fiction.	Vary sentence openers, changing the pronoun e.g. He / Jim, or with a fronted adverbial e.g. Later that day, he…
	Write words spelt ch e.g. scheme, chemist, chef.	Writing is spaced sufficiently so that ascenders and descenders do not meet.	Appropriately use a range of presentational devices, including use of title and subheadings.	Use expanded noun phrases and adverbial phrases to expand sentences.
	Spell most homophones in the YR 3-4 spelling appendix e.g. accept, except; scene, seen.		Use dialogue, although balance between dialogue and narrative may be uneven.	Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials.
	Use apostrophes to mark singular and plural possession e.g. the girl's name; the girls' names; include irregular plurals e.g. children's bags.	Appropriate letters are joined consistently.	Describe characters, settings and plot, with some interesting details.	Use inverted commas accurately for direct speech.
			Evaluate own and others' writing; proof read, edit and revise.	Identify the correct determiner e.g. a, an, these, those.
	Spell the majority of words from the YR 3-4 word list.			Usually use the past or present tense, and 1st/3rd person, consistently.
Exceeding	Write from memory, simple dictated sentences which include familiar GPCs, words and punctuation.	Writing is legible and fluent.	Discuss and develop initial ideas in order to plan and draft before writing.	Write a range of sentence types which are grammatically accurate, including sentences with more than one clause.
	Accurately spell most words with prefixes e.g. in-, il-, im-, re-, sub-, inter-, auto-.	All letters and digits are consistently formed and of the correct size, orientation and relationship to one another.	Write in a variety of forms to suit purpose and audience, using many appropriate features.	Use a wide variety of connectives to join words and sentences e.g. if, because, when, although. Use varied and appropriate time connectives.
	Write words with the full range of suffixes from the YR 3-4 spelling appendix e.g. enclosure, collision, courageous, musically.			Confidently vary sentence openers, changing the pronoun or using a fronted adverbial e.g. In a panic, she…
	Spell words with endings que and gue e.g. league.	Writing is spaced sufficiently so that ascenders and descenders do not meet.	Organise writing into meaningful paragraphs.	Use high quality noun phrases and adverbial phrases to expand sentences.
	Spell all homophones in the YR 3-4 spelling appendix e.g. effect, affect; accept, except; meddle, medal.		Effectively use a range of presentational devices, including use of title and subheadings.	Use sentence demarcation with accuracy, including capital letters, full stops, question marks and exclamation marks; commas to separate items in lists, and for fronted adverbials.
	Use an apostrophe to mark singular and plural possession; include irregular plurals e.g. children's bags.	Appropriate letters are joined consistently.	Use dialogue to show character and to advance the action. Balance dialogue with narrative.	
	Spell accurately all words from the YR 3-4 statutory word list.		Describe characters, settings and plot, with sufficient detail to capture the reader's interest.	Use inverted commas accurately for direct speech.

Fordbridge Community Primary School
Writing Skills Progression (2026 - 27)

			Evaluate own and others' writing; proof read independently and make assured revisions.	Identify and use determiners appropriately e.g. a, an, these, those.
				Maintain the past or present tense, and 1st/3rd person.

Year 5 Writing	Transcription		Composition	
	Spelling	**Handwriting**	**Composition: structure and purpose**	**Vocabulary, grammar and punctuation**
Emerging	Write from memory, dictated sentences which include words from the ks2 curriculum.	Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.)	Discuss and develop initial ideas in order to plan and draft before writing.	Write a range of sentence structures which are growing in accuracy. Sometimes use connectives: who, which, where, when, whose.
	Show growing confidence to spell most words with prefixes and suffixes in the YR 3-4 appendix and a few from the YR 5-6 e.g. cious, cial.		Write to suit purpose and with a growing awareness of audience, using some appropriate features, with guidance.	Demarcate most sentences correctly. Use comma for a pause in complex sentences. Begin to use a wider range of punctuation e.g. brackets.
	Spell correctly some words with letters which are not sounded e.g. lamb, island.		Organise writing into sections or paragraphs; link ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.)	Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must.
	Spell words with 'ough'.			
	Spell some common homophones from the KS2 spelling appendix.		Use a range of presentational devices including use of title, subheadings and bullet points.	Attempt to sustain correct tense.
				Begin to recognise active and passive voice.
	Spell accurately most words from the YR 3-4 statutory word list and some words from the YR 5-6.	Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.	Use dialogue, although balance between dialogue and narrative may be uneven.	Find the determiner e.g. a, the.
				Experiment with both formal and informal writing, with guidance.
			Describe characters, settings and plot, with some interesting details.	Think about the effect of vocabulary choices.
			Find key words and ideas. Understand the idea of a summary.	Use a dictionary and thesaurus to check the meaning of words and expand vocabulary.
			Evaluate own and others' writing; with direction, proof read, edit and revise.	
Expected	Write from memory, dictated sentences which include words from the ks2 curriculum.	Writing is legible and becoming increasingly fluent. (Quality may not be maintained at speed.)	Discuss and develop initial ideas in order to plan and draft before writing.	Write a range of sentence structures which are grammatically accurate. Understand 'relative clause' which begins with relative pronouns: who, which, where, when, whose.
			Write to suit purpose and with a growing awareness of audience, using appropriate features. May include humour or suspense.	
	Spell most words with prefixes and suffixes in the YR 3-4 spelling appendix and some from the YR 5-6 e.g. cious, cial, ant, ent, ance, ence.		Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary.)	Demarcate sentences correctly. Use comma for a pause in complex sentences. Begin to use punctuation for parenthesis: brackets, commas, dashes.
	Spell correctly words with letters which are not sounded e.g. knight, solemn.		Use a range of presentational devices, including use of title, subheadings and bullet points.	Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must.
	Use the hyphen to join a prefix to a root e.g. re-enter.		Use dialogue to indicate character and event.	Usually maintain correct tense.
	Spell some homophones from the YR 5-6 spelling appendix.		Describe characters, settings and plot, with growing precision.	Begin to recognise active and passive voice.
		Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.		Identify and select determiners.
	Spell the majority of words from the YR 3-4 statutory word list and some words from the YR 5-6.		Find key words and ideas; begin to write a summary.	Choose vocabulary and grammar to suit formal and informal writing, with guidance.
			Evaluate own and others' writing; with direction, proof read, edit and revise.	Use vocabulary which is becoming more precise.
				Use a dictionary and thesaurus to check the meaning of words and expand vocabulary.
	Write confidently from memory, dictated sentences which include words from the ks2 curriculum.	Writing is legible and fluent. Quality is usually	Discuss and develop initial ideas in order to plan and draft before writing.	Write, with confidence, a wide range of sentence structures which are grammatically accurate, including relative clauses.

Fordbridge Community Primary School
Writing Skills Progression (2026 - 27)

Exceeding	Spell almost all words with prefixes and suffixes in the YR 3-4 spelling appendix and many from the YR 5-6 e.g. cious, cial, ant, ent, ance, ence, ency.	maintained at speed.	Write to suit purpose and audience, independently using appropriate features. May include humour or suspense.	Demarcate sentences correctly, using a growing range of punctuation e.g. a comma to avoid ambiguity; brackets, commas, dashes.
			Organise writing into cohesive paragraphs. Expand on relevant detail within paragraphs.	Clarify degrees of possibility using adverbs and modal verbs e.g. possibly, certainly.
	Write words spelt ei after c e.g. deceive		Confidently use a range of presentational devices, including use of title, subheadings and bullet points.	Maintain correct tense through sustained writing.
	Spell hyphenated words e.g. cooperate.		Use dialogue effectively to develop character and event. Achieve balance between dialogue and narrative writing.	Identify and use active and passive voice, where relevant.
		Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.		Identify and select determiners.
	Spell a wide range of homophones and near homophones from the YR 5-6 spelling appendix.		Describe characters, settings and plot, with some precision.	Select vocabulary and grammar to suit formal and informal writing.
			Identify key information and independently write a summary.	Use vocabulary which is precise.
	Spell accurately all words from the YR 3-4 statutory word list and many words from the YR 5-6.		Evaluate own and others' writing; proof read, edit and revise.	Use a dictionary and thesaurus with independence, to define words and expand vocabulary.

Year 6 Writing	Transcription		Composition	
	Spelling	**Handwriting**	**Composition: structure and purpose**	**Vocabulary, grammar and punctuation**
Emerging	Write from memory, dictated sentences which include words and punctuation from the ks2 curriculum.	Writing is usually legible and fluent. (Quality may not be maintained at speed.)	Discuss ideas; use the drafting process before and during writing.	Write a range of sentence structures which are usually accurate, including relative clauses e.g. using who, that, which; experiment with fronted adverbials.
	Use knowledge of morphology to spell some words with prefixes and suffixes from the YR 5-6 spelling appendix.		Show some features of correct writing form, using models of similar writing.	Use some of a range of punctuation, mostly accurately, including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; consistent use of bullet points.
			Use paragraphs to organise information around a theme.	
	Use the full range of spelling rules and conventions from the YR 3-4 spelling appendix; some from YR 5-6.		Use a range of devices to link time and place within and across paragraphs e.g. adverbials.	
				Use modal verbs e.g. could, should, might, will.
	Accurately spell some common homophones that are often confused e.g. father, farther, further.		Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader.	Choose tense which is usually appropriate.
				Begin to recognise the 'active' and 'passive' voice.
	Spell accurately many words from the YR 3-4 word list, and some from the YR 5-6.		Sometimes include direct speech to indicate character or event.	With guidance, identify the subject and object of a sentence.
		Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.		Identify and select synonyms and antonyms.
			Describe characters, settings and plot within narrative writing.	Use vocabulary and grammar to suit formal and informal writing, with some success.
				Create expanded noun phrases to convey information and description.
			Identify key words and ideas.	
			Evaluate own and others' writing; proof read, edit and revise.	Use a dictionary and thesaurus with growing confidence, to define words and expand vocabulary.
				Usually conform to Standard English e.g. we were, they were, I did, those books.
Expected	Write from memory, dictated sentences which include words and punctuation from the ks2 curriculum.	Writing is legible and fluent. (Quality may not be maintained at speed.)	Discuss and develop ideas; routinely use the drafting process before and during writing.	Write a range of sentence structures (simple and complex) including relative clauses e.g. using 'that', 'which'.
	Use knowledge of morphology to spell words with the full range of prefixes and suffixes in the YR 5-6 spelling appendix e.g. pre-, re-, -able, -ible, -ably, -ibly, -al, -ial.		Adapt form and style to suit purpose and audience; draw appropriate features from models of similar writing.	Use a wide range of punctuation including brackets and dashes; commas for pauses; colons and semi-colons for lists; hyphens; consistent use of bullet points.
			Use paragraphs to develop and expand some ideas in depth; add detail within each paragraph; coverage may not always be even.	Use modal verbs to indicate degrees of possibility.

Fordbridge Community Primary School
Writing Skills Progression (2026 - 27)

	Use the appropriate range of spelling rules and conventions to spell polysyllabic words which conform to regular patterns.	Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.	Use a range of devices to link ideas within and across paragraphs e.g. adverbials or repetition of a phrase.	Maintain correct tense; also control perfect form of verbs e.g. He has collected some shells.
			Use a range of presentational devices, including use of bullet points, tables and columns, to guide the reader.	Understand and use active and passive voice.
				Identify the subject and object.
			Integrate dialogue to convey character and advance the action.	Identify synonym and antonym.
				Select vocabulary and grammar to suit formal and informal writing.
			Describe characters, settings and atmosphere, with some precision.	Use vocabulary which is varied, interesting and precise.
	Spell some challenging homophones from the YR 5-6 spelling appendix.		Summarise longer passages, when required.	Use a dictionary and thesaurus to define words and expand vocabulary.
	Spell the majority of words from the YR 5-6 statutory word list.		Evaluate own and others' writing; proof read, edit and revise.	
Exceeding	Write from memory, dictated sentences which include the more challenging words from the YR 5-6 curriculum, making only occasional errors with more ambitious words.	Writing is consistently legible and fluent, with a personal style. Quality is usually maintained when writing at sustained, efficient speed.	Use discussion effectively to develop ideas and language, before and during writing.	Write and control a range of sentence structures including those which contain multiple clauses.
			Select, use and adapt form and style to suit purpose and audience, using appropriate features of genre.	Use a wide range of punctuation, accurately and appropriately, including colons, semicolons and dashes, to mark the boundary between clauses.
	Accurately spell words with the full range of affixes - YR 5-6 appendix.		Organise and shape paragraphs effectively.	Recognise the subjunctive form.
	Use the full range of spelling rules and conventions from the YR 5-6 spelling appendix.		Use a wide range of devices to link ideas within and across paragraphs e.g. precise adverbials, deliberate repetition or sustained tense.	Maintain correct tense throughout; also control perfect form of verbs e.g. He has collected some shells.
	Spell correctly all the YR 5-6 homophones.	Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.	Use a range of presentational devices, which clearly guide the reader.	Present information with deliberate use of the active and passive voice.
	Spell accurately all words from the YR 5-6 statutory word list.		Write an effective precis.	Identify the subject and object.
			Integrate dialogue effectively to convey and contrast characters, and advance the action.	Identify synonym and antonym.
				Select vocabulary and grammar confidently, to suit formal and informal registers.
			When planning narratives, adapt and develop characters and settings from various sources; use complex plot structures.	Make precise vocabulary and grammatical choices.
			Evaluate; make assured changes to enhance effects and clarify meaning.	Independently use a dictionary and thesaurus to define words and expand vocabulary.