

Key markers of writing progress across strands

	composition	process	structure	grammar	spelling	handwriting
EYFS ELG in bold	Attempts writing for different purposes , (meaningfully and in imaginative contexts) using features of different forms such as lists, stories, instructions Writes their own name and other things such as captions and labels	<i>Encourage children to re-read their writing as they write</i> Begins to break the flow of speech in to words Uses writing as a means of recording and communicating		Begins to form simple sentences, sometimes using punctuation	Uses phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words	Begins to use anti-clockwise movement and retrace vertical lines Begins to form recognisable letters Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed
Year 1	Selects words and sequences sentences to form short narratives Writes for a range of purposes using recognisable features of form (e.g. address and first person in a letter, numbers and commands for instructions)	Oral composition, re-reads for sense, reads own work aloud, phrasing for punctuation	Spaces between words Coherent sequencing of sentences in narrative	Sentence demarcation: full-stops and capitals secure. Other end-stop punctuation and commas in lists emerging Joining sentences with and, but, so, because Simple noun phrases	Use 40 GPC for familiar words and to attempt unfamiliar words Common letter strings emerging Spell agreed priority HFWs e.g. the, to, I, no, go, he, she, me, we, be, was, my, you, her, they, all, are, said, so, have, like, some, come, were, there, little, one, do, when, what, out, oh, their, people, Mr, Mrs, looked, called, asked Some ed/ing inflections	Lower case letters formed consistently Joining strokes emerging Can form capitals and digits 0-9
Year 2	Writes real and fictional narratives, poetry and writes for different purposes, selecting features, details and words for effect, drawing on what they have read.	Develops ideas through reading and talk Uses writing to map ideas Uses oral rehearsal, making simple additions, revisions, corrections	Writes coherent narratives – consistent past/present tense Writes for clear communication (practical purposes) Uses features and structures from reading in own writing	End stop punctuation & capitals secure Simple, compound and complex sentences used Noun phrases Consistent verb tense	Many HFW Many standard GPCs Some morphemic spelling of root + suffix Some contractions	Lower case, capitals and spacing well sized and oriented
Year 3	Goes beyond basic content to meet purpose – detail (choice of content and vocabulary) begins to be included with writer's intent and is chosen with greater awareness of the reader Familiar forms and genres are sustained	Begins to use planning and drafting to elaborate and sustain. Begins to make composition and technical improvements	Begins to structure content for the reader Uses paragraphs	Uses wider clause variety, prepositions and adverbials more common Uses direct speech punctuation Begins to use apostrophes for possession	Ability to see and use root words and affixes as well as phonic, analogy, visual strategies	Begins to use joined writing independently
Year 4	Can plan for the needs of a reader (content and sequencing) and adapt style (vocabulary choices, sentence patterns, text structure) according to different purposes and writer's intent. Familiar forms and genres are shaped more confidently	Planning process and ability to review own writing to make improvements is more secure After shared generation of ideas, can sustain writing over several paragraphs without support	Structure supports elaboration of story details or informative content Uses paragraphs to organise content	Wider clause variety Noun phrase development (pre and post modification) Adverbials and prepositional phrases used for cohesion and elaboration Most apostrophes for possession	Greater degree of accuracy with root word and affix combination alongside using other strategies (see above)	Joined writing is more fluent and sustained
Year 5	Writes effectively for a wider range of purposes and audiences, selecting content and style, (vocabulary choices, sentence patterns, text structure) to meet intent including in more formal contexts. Writing can be extended and elaborated where appropriate Narratives show development of setting, character, atmosphere, dialogue	Begins to draw more consciously on reading models to inform own choices and further develop reviewing instincts	Writing is more developed, shaped and sequenced with the reader's needs in mind Uses word choice, pronouns, adverbials, prepositional phrases, conjunctions for cohesion	Grammatical structures continue to broaden but also are beginning to be selected according to context, purpose, formality Modal verbs and relative clauses used for nuances Beginning to use parenthetical punctuation, colon and semi-colon	Clear understanding that spelling rules combine phonic, phonological and morphological principles. Greater self-reliance: knowing strengths and weaknesses and working to reduce them	Begins to adapt handwriting style to task and context, with a focus on legibility and fluency
Year 6	Can write in a range of styles and forms, for different purposes and audiences, maintaining style (vocabulary choices, sentence patterns, text structure) and beginning to adapt within single pieces to meet writer's intent (e.g. shifts in formality, including informal speech or poetic description within narrative or using specialist language alongside informal address in non-fiction) Narratives show effective development of setting, character, atmosphere, dialogue	The reflective writing process is secure, often leading to improved clarity and more effective compositional choices. Reading models are used to inspire writing.	Writing is shaped with the reader in mind. Cohesive devices work across sentences and paragraphs e.g. echoes, repetition, synonyms, register, links back and forward, reader address	Variety of verb forms, grammatical structures and punctuation are used and well matched to purpose, audience, form and context (e.g. formality of register, tone and style)	Most spelling choices are correct due to focused improvement over time	Maintains legibility and fluency at speed by choosing whether or not to join specific letters