

Ready to Progress Criteria - Writing

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling	Name the letters of the alphabet in order.					
	Spell words containing each of the 40+ phonemes already taught	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others				
	Use letter names to distinguish between alternative spellings of the same sound.		Spell some homophones and commonly misspelt words correctly (see Appendix 1)	Spell most homophones and commonly misspelt words correctly (see Appendix 1)		
	Write first name and surname					
	Write from memory simple sentences dictated by the teacher					
	Use the prefix un-					
	Use the suffixes -ing, -ed, -er, -est					
	Use -s, -es for plurals					
	Spell most Year 1 common exception words including the days of the week	Spell many common exception words	Spell all Year 1 and 2 common exception words correctly Spell most words correctly (Year 3)	Spell most words correctly (Year 3 and 4)	Spell most words correctly (Year 5)	Spell most words correctly (Year 5 and 6)

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	Use lined books correctly with clear ascenders and descenders in writing	Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	Begin to show increasing legibility, consistency and quality of joined handwriting	Increase the legibility, consistency and quality of handwriting	Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters	Maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters - at speed
	Begin to form lower-case letters in the correct direction starting and finishing in the right place					
	Form capital letters and the digits 0 - 9 correctly					
	Leave spaces between words					

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	Write sequences of sentences to form short narratives		Use paragraphs to group related material together	Use paragraphs to organise ideas around a theme		
	Write and edit sentences by re-reading what they have written to check that it makes sense		Proofread & edit own work to make sure it is free from common spelling and punctuation errors	Proofread & edit own work to make sure it is free from common spelling, punctuation and grammar errors	Proofread & edit own work to make sure it is free from common spelling, punctuation and grammar errors	
	Compose a sentence orally before writing it	Write about real events, recording these simply and clearly	Plan and write for a range of purposes and audiences (including narratives with a clear structure, settings, characters and plot)	Plan and write for a range of purposes and audiences (including narratives with a clear structure and greater detail regarding character, setting and plot)	Plan and write for a range of purposes and audiences (including short stories)	Write for a range of purposes and audiences (including short stories)
	Discuss what they have read with the teacher or other pupils	Write simple, coherent narratives about personal experiences and those of others (real or fictional)	Describe settings and characters	Describe settings and characters	Describe settings and characters	Describe settings, characters and create atmosphere
			Use headings and sub-headings to structure non-fiction writing	Use headings and sub-headings to structure non-fiction writing	Use headings, sub-headings and bullet points to structure non-fiction writing	
					Select vocabulary and grammatical structures that reflect the level of formality required mostly correctly .	Select vocabulary and grammatical structures that reflect the level of formality required mostly correctly.
					Use a variety of sentence types and openers (including the use of subordinate conjunctions)	Integrate dialogue to convey character and advance the action
					Use topic sentences to open paragraphs which organise ideas effectively	

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary, Grammar and Punctuation	Join words and clauses using and	Use coordination (e.g. or / and / but) to join clauses Use some subordination (e.g. when / if / that / because) to join clauses	Use conjunctions in complex sentences mostly correctly	Use conjunctions in complex sentences correctly		
	Use some question marks or exclamation marks	Use question marks correctly when required	Use all Year 1-2 punctuation correctly ; capital letters, full stops, question marks, exclamation marks, commas in a list, apostrophes for contractions, uses apostrophes for singular possession.	Use all Year 1-3 punctuation correctly ; capital letters, full stops, question marks, exclamation marks, commas in a list, apostrophes for contractions, uses apostrophes for singular possession.	Use punctuation for parenthesis () - ,	Use the range of punctuation taught at Key Stage 2 mostly correctly ; inverted commas, commas for clarity, punctuation for parenthesis () - , semi-colons, dashes, colons, hyphens, an apostrophe for plural possession
	Write a series of sentences with capital letters and full stops used accurately	Demarcate most sentences in their writing with capital letters and full stops	Use inverted commas mostly correctly	Use inverted commas and associated speech punctuation correctly	Use inverted commas and associated speech punctuation correctly	
				Use apostrophes for plural possession	Use apostrophes for plural possession	
	Use a capital letter for proper nouns and the personal pronoun I		Use the correct form a or an before a noun	Use expanded noun phrases, which include modifying adjectives, nouns and prepositional phrases	Use relative clauses and relative pronouns	
	Know word classes, including: noun, verb, adjective		Express time, place and cause using: preposition, adverbs and conjunctions	Use preposition phrases to express time and place	Use adverbs or modal verbs to indicate degrees of possibility	Use passive verbs Use modal verbs
	Make some appropriate word choices- nouns, verbs and simple adjectives		Use cohesive devices: adverbs, conjunctions and pronouns - within and across sentences	Use cohesive devices: fronted adverbials, conjunctions and pronouns - within and across sentences	Use cohesive devices: adverbials, conjunctions and pronouns - within paragraphs and within and across sentences	Use a range of cohesive devices: adverbials, conjunctions, pronouns, synonyms - within and across paragraphs
			Use present and past tense mostly correctly and consistently	Use the present perfect forms of verbs, eg: has been, has gone	Use verb tenses increasingly consistently and accurately	Use verb tenses consistently and accurately throughout
			Use adverbs and fronted adverbials with a comma	Use commas for clarity		

				Use the correct verb inflections e.g. was / were		
--	--	--	--	---	--	--