Ready Steady Write

Writing Progression Counts

Contents

How To Use This Document

This document is intended to be used alongside any existing school assessment tools. Literacy Counts has drawn upon a range of current assessment information, including statutory National Curriculum requirements and research.
The document will also aid teachers in gaining a deeper understanding of progress across each of the following strands:

- Composition
- Grammar and Punctuation
- Spelling
- Handwriting
- Evaluating and Editing

It may also assist in identify gaps in learning and consequently inform planning as well as helping with the identification of whole school priorities for improvement.

It will help signpost schools so skills and knowledge are built upon year on year.

- ➢ **2018 TAF statements**
- ✓ **Essential Elements**

Progression Counts: Composition

Year 1	Year 2	Year 3
Working towards the expected standard	**Working towards the expected standard**	**Working towards the expected standard**
✓ **Draw upon what they have read** • Say out loud what they are going to write about ✓ **Compose some sentences orally before writing them (with support)** • Read some of their writing aloud	• Plan and say out loud what they will write about • When planning write some ideas and key words including vocabulary • Encapsulate what they want to say sentence by sentence to aid coherence ➢ **Write sentences that are sequenced to form a short narrative (real or fictional)** • Write poetry and write for different purposes • Understand and use specific year 2 terminology (noun, statement, question, exclamation, command, suffix, adjective, past tense, present tense,)	• Discuss, record and orally rehearse their ideas before writing including dialogue • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Organise some ideas into paragraphs ✓ **Structure text types across a range of genres mostly correctly** • Use present and past tense forms of verbs mostly correctly ✓ **Use noun phrases expanded by the addition of a modifying adjective, nouns and prepositional phrases (e.g. *The rainbow coloured fish jumped out of the deep water*.)** • Use coordinate conjunctions (*and, but, or, so*) and subordinate conjunctions (*when, if, that, because*) to extend sentences ✓ **Expressing time, place and cause using adverbs (*e.g. then, next*) and prepositions (*e.g. before, in*)** • Draw upon material read
Working at the expected standard	**Working at the expected standard**	**Working at the expected standard**
• Draw upon what they have read ✓ **Orally rehearse most sentences before writing them** ✓ **Sequence sentences to form short narratives** • Read their writing aloud clearly enough to be heard by their peers and the teacher	• Plan and say out loud what they will write about • Write poetry and write for different purposes • Write ideas and key words including vocabulary • Encapsulate what they want to say sentence by sentence to aid coherence ➢ **Write simple, coherent narratives about personal experiences and those of others (real or fictional)** ➢ **Write about real events, recording these simply and clearly** • Read aloud what they have written with appropriate intonation to make the meaning clear	✓ **Write narratives, describing setting and characters within a storyline or plot** ✓ **Use paragraphing to group related material, focusing on a theme or topic** ✓ **In non-narrative, use simple organisational devices (heading and subheadings)** • Use the present perfect form of verbs instead of the simple past (*e.g. 'He has gone out to play'* in contrast to *'He went out to play.'*) ✓ **Extend sentences using a wider range of conjunctions other than those stated in the working towards standard** ✓ **Express time, place and cause using conjunctions (*e.g. before, after, while*), adverbs (*e.g. soon, therefore*) and prepositions (*e.g. before, after, during, because of*)** • Understand and use specific year 3 terminology (*preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel letter, inverted commas and speech marks*) • Draw upon material read • Use, when appropriate, figurative language included metaphors and similes
Working at greater depth	**Working at greater depth**	**Working at greater depth**
• Draw upon what they have read ✓ **Begin to write for different purposes such as real events, poetry, narratives and personal experiences** • Sequence sentences confidently to form short narratives ✓ **Produce more extended pieces of writing to demonstrate greater coherence**	➢ **Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing** • Read aloud what they have written with appropriate intonation to make the meaning clear • Understand and use specific year 2 terminology (noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, past tense, present tense, apostrophe, comma)	✓ write narratives with controlled and considered development of character, plot and detailed description ✓ **Use with confidence different sentence types** ✓ **make appropriate and ambitious vocabulary and grammar choices to interest and entertain the reader and create intended effect** ✓ consistently use paragraphs to structure writing ✓ in non-narrative, use a wide range of organisational devices to inform and engage an intended audience (headings, sub-headings, bullet points for a list, numbers for stages, captions for pictures)

Year 4	Year 5	Year 6
Working towards the expected standard	**Working towards the expected standard**	**Working towards the expected standard**
• Discuss, record and orally rehearse their ideas before writing including dialogue ✓ **Write narratives, describing setting and characters within a storyline or plot** • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Write narratives, describing setting and characters within a storyline or plot ✓ **Write, with increasing confidence, a range of genre forms** ✓ **In non-narrative work, use simple organisational devices such as headings and sub- headings** • Draw upon material read	• write for a range of purposes Plan their writing by: • Identifying the audience for and purpose of the writing ✓ **In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed** Draft and write by: • In narratives, describing setting, characters and atmosphere ✓ **Begin to use dialogue to convey character**	• Draw upon material read ➢ **Write for a range of purposes** ➢ **In narratives, describe settings and characters** • Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear
Working at the expected standard	**Working at the expected standard**	**Working at the expected standard**
✓ **In narratives, create increasingly effective settings, characters and plot** ✓ **In non-narrative work, use organisational devices such as headings and sub headings with increasing effect** • Draw upon material read • Write in a range of genre forms	• Identify the audience for and purpose of the writing Plan their writing by: ✓ **Noting and developing initial ideas drawing on reading** • In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed Draft and write by: ✓ **Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning** ✓ **In narratives, describing setting, characters and atmosphere and using dialogue to sometimes convey character and advance the action** • Précising longer passages ✓ **Using further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)** • Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear	• Draw upon material read • Plan their writing by identifying the audience for and purpose of the writing • Draw upon material read ➢ **Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)** ➢ **In narratives, describe settings, characters and atmosphere** ➢ **Integrate dialogue in narratives to convey character and advance the action** • Distinguish between the language of formal and informal speech • Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear
Working at greater depth	**Working at greater depth**	**Working at greater depth**
✓ **Write narratives with controlled and considered development of setting, character, plot and detailed descriptions** • Develop mood and atmosphere, considering the effect on the reader • Write confidently in a range of genre forms ✓ **Make appropriate and ambitious vocabulary and grammar choices to interest and entertain the reader and create effect** ✓ **Understand and effectively use figurative language, including similes and metaphors**	✓ **In narratives, describing setting, characters and atmosphere and integrating dialogue to convey character and advance the action** ✓ **Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)** ✓ **Distinguish between the language of speech and writing and choose the appropriate register**	➢ **Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)** ➢ **Distinguish between the language of speech and writing and choose the appropriate register** ➢ **Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this** • Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear • Use a thesaurus to select more focused language

Progression Counts: Grammar & Punctuation

Year 1	Year 2	Year 3
Working towards the expected standard	**Working towards the expected standard**	**Working towards the expected standard**
✓ **Join words together to make a coherent sentence** ✓ **Join words and clauses using 'and'** ✓ **Separate words in writing using spaces some of the time** • Use capital letters for names of people and the personal pronoun I some of the time ✓ **Begin to use some capital letters, full stops, and/or** question marks and exclamation marks to demarcate sentences • Understand and use specific Y1 terminology (*letter, capital letter, word, sentence, full stop, question mark, exclamation mark*)	• **Demarcate some sentences with capital letters and full stops** • Use co-ordination (e.g. and / but) and some subordination (e.g. if / because) to join clauses	✓ **Demarcate most sentences with full stops, mostly correctly** ✓ **Demarcate most sentences with capital letters, mostly correctly** • Use question marks mostly correctly, with mostly correctly • Use exclamation marks mostly correctly, with mostly correctly ✓ **Use apostrophes for commonly contracted forms e.g. I'm, don't, you'll, we're**
Working at the expected standard	**Working at the expected standard**	**Working at the expected standard**
• Join words together to make a coherent sentence • Leave spaces between words • Join words and clauses using *and* • Can separate words in writing using spaces most of the time ✓ **Use capital letters for names of people, some places, some days of the week and the personal pronoun I mostly correctly** ✓ **Use some capital letters, full stops, question marks and exclamation marks to demarcate sentences with increasing accuracy mostly correctly** • Understand and use specific Y1 terminology (*letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark*)	➤ **Demarcate most sentences in their writing with capital letters and full stops, and use question** and exclamation **marks correctly when required** (with increasing accuracy) • Use sentences with different forms: statement, question, exclamation, command • Use some expanded noun phrases to describe and specify • Use the singular apostrophe for possession • Use commas in a list • Use apostrophes for possession and contractions ➤ **Use present and past tense mostly correctly and consistently** ➤ **Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses** • Use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. he is drumming, she is shouting) • Understand and use specific Year 2 terminology (*noun, noun phrase, statement, question, exclamation, command, suffix, adjective, adverb, verb, past tense, present tense, apostrophe, comma*)	• Demarcate sentences with full stops, with occasional error • Demarcate sentences with capital letters, with occasional error ✓ **Use question marks and exclamation marks mostly correctly, with occasional error** • Use apostrophes consistently to mark the possession of singular nouns ✓ **Begin to use inverted commas to punctuate direct speech**
Working at greater depth	**Working at greater depth**	**Working at greater depth**
• Use capital letters for names of people, places, the days of the week and the personal pronoun I mostly correctly • **Use many capital letters, full stops, question marks and exclamation marks to demarcate sentences with increasing accuracy and control OR mostly correctly** • **Beginning to develop a greater range of conjunctions (e.g. because, but)** • Understand and use specific Y1 terminology (*letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark*)	➤ **Use the punctuation taught at Key Stage 1 mostly correctly** • Use expanded noun phrases to describe and specify *appropriately* • In a range of writing use subordination (e.g. when / if / that / because) to join clauses confidently and appropriately	• **use a wide range of punctuation correctly: FS CL ? ! commas in lists and apostrophes to mark contraction and the possession of singular nouns** • **use inverted commas to punctuate direct speech mostly correctly**

Year 4	Year 5	Year 6
Working towards the expected standard	**Working towards the expected standard**	**Working towards the expected standard**
• Begin to use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (*e.g. The teacher is expanded to; the strict Maths teacher with curly hair*) ✓ **Begin to use fronted adverbials (*e.g. Later that day*) sometimes followed by a comma** ✓ **Use paragraphing to group related material, focusing on a theme or topic** • Begin to use pronouns or nouns within and across sentences to aid cohesion ✓ **Use inverted commas mostly accurately for direct speech** ✓ **Use the apostrophe for singular possession, (*e.g. The girl's name*)** • Use standard English forms sometimes correctly (e.g. *we were instead of we was, I did instead of I done*)	✓ **Use fronted adverbials (*e.g. Later that day*) with a comma mostly correctly** • Use paragraphing to organise ideas around a theme • Select appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition • **Use inverted commas and other punctuation to indicate direct speech mostly correctly (*e.g. comma after the reporting clause, punctuation within inverted commas: The conductor shouted, "Sit down! "*)** • **Use a new line for a new speaker when writing direct speech** • **Use apostrophes to mark plural possession (*e.g. The girl's name, the girls' names*)** • Understand and use specific Y4 terminology (*determiner, pronoun, possessive pronoun, adverbial*)	➢ **Use paragraphs to organise ideas** • Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • Use some of the range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) • Use of the colon to introduce a list and the semi-colon within lists • Punctuation of bullet points to list information ➢ **In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points, columns, tables)** ➢ **Use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly** • Understand and use specific year 6 terminology (subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet point)
Working at the expected standard	**Working at the expected standard**	**Working at the expected standard**
• Consistently use paragraphs to structure writing, showing a change of time ✓ **In non-narrative, use a wide range of organisational devices to inform and engage an intended audience (headings, sub-headings, bullet points for a list, numbers for stages, captions for pictures)** ✓ **Use a wide range of punctuation correctly: FS CL ? ! commas in lists and apostrophes to mark contraction and the possession of singular nouns** • Use inverted commas to punctuate direct speech mostly correctly	✓ **Use a wide range of punctuation correctly: full stops, capital letters, question marks, exclamation marks, commas in a list, apostrophes for contraction and possession and inverted commas**	➢ Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • Use the perfect form of verbs to mark relationships of time and cause • Use expanded noun phrases to convey complicated information concisely ➢ Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms, figurative language) within and across paragraphs • Understand how words are related by meaning as synonyms and antonyms (e.g. big, large, little) • Use the passive voice to affect the presentation of information in a sentence (e.g. I broke the window in the greenhouse/The window in the greenhouse was broken.) ➢ Use verb tenses consistently and correctly throughout their writing ➢ Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) • Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up) • Understand and use specific year 6 terminology (subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet point)
Working at greater depth	**Working at greater depth**	**Working at greater depth**
• Consistently use paragraphs to structure writing, showing a change of time ✓ In non-narrative, use a wide range of organisational devices to inform and engage an intended audience (headings, sub-headings, bullet points for a list, numbers for stages, captions for pictures) ✓ Use a wide range of punctuation correctly: FS CL ? ! commas in lists and apostrophes to mark contraction and the possession of singular nouns • Use inverted commas to punctuate direct speech mostly correctly	✓ **Confidently use the range of punctuation taught at Key Stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)**	➢ Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.

Progression Counts: Spelling

Year 1	Year 2	Year 3
Working towards the expected standard	**Working towards the expected standard**	**Working towards the expected standard**
✓ **Spell some words containing each of the 40+ phonemes** ✓ **Spell some common exception words** ✓ **Spell some days of the week** • Spell the consonant digraphs and vowel digraphs used in reception • Segment spoken words into sounds before choosing graphemes to represent the sound • Some of the sounds taught in year 1 (English Appendix Spelling) • Use regular plural noun suffix – s (e.g. dog, dogs) ✓ **Name the letters of the alphabet in order using letter names and the sounds**	➤ **Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others** ➤ **Spell some common exception words** • Nouns using suffixes using ness/er and by compounding (e.g. whiteboard, superman) • Form adjectives using suffixes using –ful, -less • Use suffixes er/est • Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling some correctly • Spell some contracted forms correctly	• Add suffixes to spell most words correctly in their writing (from KS1): -ing, -ed, -est, -y, -ment, -ness, -ful, -less, -ly ✓ **Spell most common exception words from Year 2** ✓ **Spell all homophones/near homophones from the Year 2 list, i.e. there/their/they're, here/hear, quite/quiet, sea/see, bear/bare, one/won, sun/son, to/too/two, be/bee, blue/blew and knight/night** • Use the forms a/an according to whether the next word begins with a consonant or a vowel • Use the first letter of a word to check its spelling in a dictionary
Working at the expected standard	**Working at the expected standard**	**Working at the expected standard**
✓ **Spell most words containing each of the 40+ phonemes** ✓ **Spell most common exception words** ✓ **Spell most days of the week** • Spell most of the sounds taught in year 1 (English Appendix Spelling) • Spell words with adjacent consonants ✓ **Add suffixes to verbs where no change is needed in the spelling of root words (e.g. helping helped, helper) and –est where no change is needed in the spelling of the root word** ✓ **Use prefix words starting with un and understand how it changes the meaning (e.g. unkind, undoing)** ✓ **Begin to use regular plural noun suffixes – s/es (e.g. dog, dogs, wish, wishes)**	➤ **Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others** ➤ **Spell many common exception words** • Add suffixes to spell some words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly) • Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly • Spell many contracted forms correctly • Spell some common homophones and **near** homophones correctly	• Spell mostly correctly, words with prefixes: sub-, super-, anti-, auto-, inter-, un-, dis-, mis-, in-, il-, im-, ir-, re-. • Spell mostly correctly words with suffixes: -tion, -sion, -ation, -ture, -sure, -ly, -ally, -ed and er ✓ **Spell many of the words in the yr3/4 NC list** ✓ **Spell many of the homophones and near homophones from the Y3/4 appendix** • Begin to explore and understand how word families are based upon common words and are related in form and meaning e.g. solve, solution, insoluble • Use the first two letters of a word to check its spelling in a dictionary • Begin to build a varied and rich vocabulary
Working at greater depth	**Working at greater depth**	**Working at greater depth**
• **All of the sounds taught in year 1 (English Appendix Spelling) with occasional error**	➤ Spell most common exception words • Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling most correctly • Spell most common homophones and some near homophones correctly • Spell most contracted forms correctly ➤ **Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)**	• Use the first three or more letters of a word to check its spelling in a dictionary

Year 4	Year 5	Year 6
Working towards the expected standard	**Working towards the expected standard**	**Working towards the expected standard**
• Spell many homophones and near homophones from the Y3/4 appendix ✓ **Spell many words in the yr3/4 NC list and majority of focus spelling rules in appendix 1** • Begin to spell correctly common prefixes and suffixes	✓ **Spell correctly most words from the year 3 / year 4 spelling list, and begin to spell correctly some words from the year 5 / year 6 spelling list**	➢ **Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list** • Use a thesaurus efficiently
Working at the expected standard	**Working at the expected standard**	**Working at the expected standard**
✓ **Spell most of the homophones and near homophones from the Y3/4 appendix** ✓ **Spell most of the words in the yr3/4 NC list and majority of focus spelling rules in appendix 1** • Spell mostly correctly words with suffixes: -tion, -sion, -ation, -ture, -sure, -ly, -ally, -ous, -cian • Spell mostly correctly words that contain the I sound spelt with a y (*e.g. Egypt, gym, myth*) • Spell mostly correctly words that contain the k sound spelt ch (*e.g. chemist, echo, character*) • Spell mostly correctly words with the sh sound spelt ch (*e.g. chef, machine, brochure*) • Spell mostly correctly words with the g sound spelt gue and the k sound spelt que (*e.g. tongue, antique, league, unique*) • Spell the u sound spelt ou (*e.g. young, touch, double*) ✓ **Use standard English forms mostly correctly (e.g. *we were instead of we was, I did instead of I done*)** • Use the first two letters of a word to check its spelling in a dictionary	✓ **Spell correctly most words from the year 3 / year 4 spelling list and some words from the year 5 / year 6 spelling list** • Can convert nouns or adjectives into verbs using suffixes (e.g. ate, ise, ify) • Spell words with the following patterns; -cious, -tious, -cial, -tial, -able, -ably, -ibly, -ant, -ance/ancy, -ation • Adding suffixes beginning with vowel letters to words ending in –fer • Words with the sound spelt ei after c (*e.g. deceive, ceiling*) • Words containing the letter string –ough • Words with silent letters (*e.g. doubt, island, thistle*)	• Spell words with the following patterns; (-anc, -ancy, -ent, -ence, -ency, • Use the hyphen to join a prefix to a root word e,g, co-ordinate, re-enter) • Understand and use a range of homophones and other words that are often confused (e.g. advise/advice, practise/practice, heard/herd, mourning/morning) ➢ **Spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary**
Working at greater depth	**Working at greater depth**	**Working at greater depth**
✓ **Spell many of the homophones and near homophones from the Y3/4 appendix** ✓ **Spell many of the words in the yr3/4 NC list and majority of focus spelling rules in appendix 1** • Spell words with the s sound spelt sc (*e.g. science, crescent, scene, fascinate*) • Spell words with the ay sound spelt ei, eigh or ey (*e.g. vein, eight, obey, neighbour*)	• **Spell correctly most words from the year 3 / year 4 spelling list spell correctly and some words from the year 5 / year 6 spelling list**	• Evaluate and edit by assessing the effectiveness of their own and others' writing • Propose necessary changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning consistently • Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear

Progression Counts: Handwriting

Year 1	Year 2	Year 3
Working towards the expected standard	**Working towards the expected standard**	**Working towards the expected standard**
✓ **Sit correctly at a table, holding the pencil comfortably and correctly** ✓ **Begin to form some lower case letters in the right direction, starting and finishing in the right place** ✓ **Begin to form capital letters and digits 0 - 9**	➢ **Form lower-case letters in the correct direction, starting and finishing in the right place** ➢ **Form lower-case letters of the correct size relative to one another in some of their writing** • Form capital letters and digits of the correct size and orientation to each other and to lower case letters ➢ **Use spacing between words**	• Use diagonal and horizontal strokes to join letters in most of their writing ✓ **From Year 2 EXS - form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters**
Working at the expected standard	**Working at the expected standard**	**Working at the expected standard**
• Sit correctly at a table, holding the pencil comfortably and correctly • Form lower case letters in the right direction, starting and finishing in the right place • Form capital letters and digits 0 – 9 ✓ **Begin to understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)**	➢ **Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters** ➢ **Use spacing between words that reflects the size of the letters**	✓ **Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.**
Working at greater depth	**Working at greater depth**	**Working at greater depth**
• Discuss what has been written with a teacher/other pupils • Re-read what they have written to check it makes sense ✓ **Change some errors with increased independence**	➢ **Use the diagonal and horizontal strokes needed to join some letters.**	• Further develop joined handwriting

Year 4	Year 5	Year 6
Working towards the expected standard	**Working towards the expected standard**	**Working towards the expected standard**
✓ **Develop legible joined and fluent handwriting**	✓ **Write legibly and fluently**	➢ **Write legibly**
Working at the expected standard	**Working at the expected standard**	**Working at the expected standard**
✓ **Increase the legibility, consistency and quality of their handwriting paying particular attention to downstrokes of letters, ascenders and descenders**	✓ **Write legibly and fluently**	➢ **Maintain legibility in joined handwriting when writing at speed**
Working at greater depth	**Working at greater depth**	**Working at greater depth**
● Increase the legibility, consistency and quality of their handwriting paying particular attention to downstrokes of letters, ascenders and descenders	● **Write legibly and fluently with increasing speed**	**NB There are no additional statements for Handwriting and Spelling within this standard**

Progression Counts: Evaluate and Edit

Year 1	Year 2	Year 3
Working towards the expected standard	**Working towards the expected standard**	**Working towards the expected standard**
✓ **Discuss what has been written with a teacher/other pupils** ✓ **Change some errors made in learned graphemes in discussion with a teacher e.g. My *fut* is big becomes My foot is big**	• Make some simple additions, revisions and corrections to their own writing by: evaluating their writing with a teacher and other pupils	✓ **With support identify some spelling and punctuation errors and make some corrections**
Working at the expected standard	**Working at the expected standard**	**Working at the expected standard**
• Discuss what has been written with a teacher/other pupils • Re-read what they have written to check it makes sense ✓ **Change some errors with support and some independently**	• Make simple additions, revisions and corrections to their own writing by: evaluating their writing with a teacher and other pupils • Re-read to check their writing makes sense and that verbs to indicate time are used to correctly and consistently	✓ Evaluate the effectiveness of their own and others' writing ✓ **Identify some spelling and punctuation errors and make some changes to grammar and vocabulary**
Working at greater depth	**Working at greater depth**	**Working at greater depth**
• Discuss what has been written with a teacher/other pupils • Re-read what they have written to check it makes sense ✓ **Change some errors with increased independence**	➢ **Make simple additions, revisions and proof-reading corrections to their own writing** • Evaluate their writing with a teacher and other pupils • Re-read to check their writing makes sense and that verbs to indicate time are used to correctly and consistently	✓ **Identify most spelling and punctuation errors and edit work, making improvements to grammar and vocabulary**

Year 4	Year 5	Year 6
Working towards the expected standard	**Working towards the expected standard**	**Working towards the expected standard**
✓ **Identify some spelling and most punctuation errors and make some changes to grammar and vocabulary**	• Assessing the effectiveness of their own and others' writing ✓ **Proposing some changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning** ✓ **Ensuring the consistent and correct use of tense throughout a piece of writing** • Proof read for spelling and punctuation errors	• Use a thesaurus to select more focused language • Assessing the effectiveness of their own and others' writing • Proposing some changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensuring the consistent and correct use of tense throughout a piece of writing • Ensuring correct subject and verb agreement when using singular and plural (e.g. The apples is on the tree/The apples are on the tree • Proof read for spelling and punctuation errors
Working at the expected standard	**Working at the expected standard**	**Working at the expected standard**
• Assess the effectiveness of their own and others' writing and suggest improvements • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ✓ **Proof read for spelling and punctuation errors**	✓ **Assessing the effectiveness of their own and others' writing** • Proposing changes necessary to vocabulary, grammar and punctuation to enhance effects and clarify meaning ✓ **Ensuring the consistent and correct use of tense throughout a piece of writing** • Ensuring correct subject and verb agreement when using singular and plural (e.g. The apples is on the tree/The apples are on the tree ✓ **Proof read for spelling and punctuation errors** • Use a thesaurus to select more focused language	• Assessing the effectiveness of their own and others' writing • Proposing *most* changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Ensuring the consistent and correct use of tense throughout a piece of writing • Ensuring correct subject and verb agreement when using singular and plural (e.g. The apples is on the tree/The apples are on the tree) • Distinguishing between the language of speech and writing and choosing the appropriate register • Proof read for spelling and punctuation errors
Working at greater depth	**Working at greater depth**	**Working at greater depth**
• Assess the effectiveness of their own and others' writing and suggest improvements ✓ **Propose many changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences** ✓ **Proof read for spelling and punctuation errors**	✓ **Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning** • Distinguishing between the language of speech and writing and choosing the appropriate register	**NB There are no additional statements for Handwriting and Spelling within this standard**