



Progression in English - Year 1  
Writing

Assessment Strands	1 Developing	1 Secure	1 Exceeding
Vocabulary/Grammar/Punctuation	<b>When prompted</b> , pupil will leaves spaces between words	Pupil can <b>usually</b> leave spaces between words	Pupils <b>consistently</b> leaves spaces between words
	Pupil is <b>beginning</b> to join words and clauses using 'and'	Can use 'and' confidently and correctly to join words and clauses: e.g <i>I went to the park and played on the swing.</i>	Using 'an'd in lists and to join clauses and is <b>beginning</b> to use other conjunctions e.g <i>so, but, because, when</i>
	Pupil is <b>beginning</b> to demarcate simple and compound sentences with full stops and capital letters. These are sometimes used appropriately  Pupil is aware of the use of ? ! as alternatives to full stops	Pupil can demarcate simple and compound sentences reliably and <b>sometimes</b> uses question marks and exclamation marks as alternatives to the full stop  Capital letters are used for proper nouns and the personal pronoun 'I'	Pupil <b>confidently</b> and <b>consistently</b> demarcates simple and compound sentences accurately and uses question marks and exclamation marks as alternatives to the full stop appropriately and accurately. Pupil may be beginning to experiment with commas
	Writing is 'speech-like'	Standard English is <b>beginning</b> to be used	Standard English is being used consistently
Composition	<b>With support</b> , pupil can decide what they want to write about	Pupil <b>usually</b> decides what they want to write	Pupils <b>always</b> decide what they want to write and this is beginning to extend beyond first hand experiences and includes other genres (narrative & non narrative)
	<b>With support</b> , pupil can compose a sentence orally and write it	Independently, pupil can compose a sentence orally and write it	Pupil can <b>quickly</b> and <b>confidently</b> compose a sentence orally
	<b>Some</b> sentences and ideas are linked together.	Sentences are sequenced to form short narratives and ideas are sequenced e.g <i>stories have a beginning, middle and an end</i>	Increasingly longer narratives are written and ideas/sentences are sequenced
	<b>With support</b> , pupil can re-read their work out loud. Need prompting if it does not make sense or punctuation is omitted	Pupil is able to read their own writing clearly to an audience. Pupil is <b>beginning</b> to identify any punctuation which has been omitted	Pupil is able to <b>confidently</b> and <b>consistently</b> reread their writing and is able to check it makes sense. Pupil knows what to do to correct it if it does not
	Pupil can <b>sometimes</b> make comments about what they have written	Pupil can listen and <b>sometimes</b> respond by making comments in discussion with the teachers about what they have written	Pupil can make several relevant points about what they have written
	<b>With support</b> , pupil can read their writing clearly enough to be heard by a small group	Pupil can read their writing loud enough to be heard by their peers and teacher	Pupil can independently and consistently read aloud clearly enough to be heard by their peers and teacer



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Writing

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Transcription	<b>Some</b> of the phonemes taught are correctly used in writing to spell words	Words containing each of the 40+ phonemes already taught are spelt correctly	<b>All</b> phonemes taught are used to spell words correctly, with only occasional mistakes
	Pupil can make phonically plausible attempts at common exception (irregular) words. Some may be spelt correctly.	Pupil can make phonically plausible attempts at common exception (irregular) words. <b>Most of which are spelt correctly</b>	Pupil can make phonically plausible attempts at common exception (irregular) words. <b>Almost all of which are spelt correctly.</b>
	Pupil can make phonetically plausible attempts at spelling the days of the week	Pupil can correctly spell days of the week	Pupil can quickly and confidently spell the days of the week
	Pupil can recognise some letters of the alphabet	Pupil can name the letters of the alphabet in order	Pupil can say the letters of the alphabet confidently, starting with any letter
	<b>With support</b> , pupil can use some letter names to distinguish between alternative spellings of the same sound	Pupil can use letter names to distinguish between alternative spellings of the same sound e.g <i>pupil says letter names when spelling 'ai' as in rain and 'ay' as in play</i>	Pupil can consistently and confidently use letter names to distinguish between alternative spellings of the same sound
	-ing and -ed are <b>beginning</b> to be used correctly where there is no change of spelling of the root word	-ing, -ed, -er and -est are used correctly where no change to the spelling of the root word is required	-ing, -ed, -er and -est are used correctly where change to the spelling of the root word may be required
	There is <b>some</b> awareness of adding -s to make a word plural	Spelling rule for adding -s and -es to make a word plural is used	Spelling rule for adding -s and -es to make a word plural is used accurately
Handwriting	Pupil can write some recognisable letters	Pupil can write letters, <b>most</b> of which are correctly formed	<b>All</b> letters are formed correctly
	Capital letters and digits 0-9 are <b>beginning</b> to be correctly formed (there may be some reversals)	Capital letters and digits 0-9 are mostly correctly formed	All capital letters and digits 0-9 are correctly formed
	Pupil has <b>an awareness</b> of handwriting families and uses this knowledge to ensure correct letter formation	Pupil can correctly identify <b>most</b> handwriting families e.g <i>pupil can say that 'the long ladder family' contains the letters b, l, j, t</i>	Pupil can correctly identify <b>all</b> handwriting families and use this knowledge to remember the correct letter formation when writing



Progression in English - Year 2  
Writing

Assessment Strands	2 Developing	2 Secure	2 Exceeding
Vocabulary/Grammar/Punctuation	Pupil can <b>sometimes</b> use expanded noun phrases to describe and specify	Pupil can <b>usually</b> use expanded noun phrases to describe and specify e.g <i>the blue butterfly, the man on the moon</i>	Pupils can consistently use expanded noun phrases to describe and specify
	<b>With support</b> , pupil can use subordination e.g <i>One morning, Jack decided to go to the park.</i>	<b>With some consistency</b> , pupil can correctly use subordination (including because & when) and coordination e.g <i>You need to pack your coat because it is going to rain later. When it is time for break, remember to put on your coat and take your snack.</i>	Pupil can <b>confidently</b> and <b>consistently</b> use subordination and coordination
	Pupils can <b>sometimes</b> structure statements, questions, exclamation sentences and commands. Sometimes with the correctly punctuation.	Pupils can correctly structure statements, questions, exclamation sentences and commands. <b>Mostly</b> with the correct punctuation.	Pupils can <b>confidently</b> and <b>consistently</b> correctly structure and punctuate statements, questions, exclamation sentences and commands
	<b>With support</b> , pupils make the correct choice in use of present and past tense. There may still be some inconsistency.	Pupils can <b>consistently</b> make the correct choice in use of present and past tense including the use of the progressive form of verbs in the present and past tense. E.g. <i>She is drumming, she drummed, she was drumming</i>	Pupils can <b>confidently</b> and <b>consistently</b> make the correct choice in the use of present and past tense, including the use of the progressive form of verbs in the present and past tense
	Pupils can with <b>some inconsistency</b> use some features of standard written English	Pupils can with <b>some consistency</b> correctly use features of standard written English	Pupil can <b>confidently</b> and <b>consistently</b> use features of standard written English
	Sentences almost always demarcated correctly using capital letters and full stops	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences <b>with accuracy</b>
	Some awareness of commas (in lists) is evident	Commas are used to separate items in a list	Commas are used accurately and consistently to separate items in a list
	Apostrophes are beginning to be used for contractions	Apostrophes are used for contractions and <b>beginning</b> to be used for the singular possessive e.g Sonia's coat	Apostrophes are used for contractions and for the singular possessive e.g Sonia's coat
Composition	Pupils can attempt to write a simple narrative about personal experiences with some features of the given form used. Sustained pieces of writing are used which reflect enjoyment and perseverance	Pupils can write narratives and also write for a range of purposes across a range of genres using correct structure	Pupils can write longer narratives about personal experience and that of others and write across a range of genres sustaining the clear and appropriate features of that genre
	Pupil can attempt to write about real events with <b>some</b> features of the given form used	Pupil can write about real events <b>sustaining sufficient</b> features of the given form	Pupils can write extended pieces about real events using clear and appropriate features from the given genre
	<b>With support</b> , pupils can show characteristics of a known poem	Pupils can organise writing and use some basic layout conventions are used with a variety of words chosen for effect e.g <i>write in four-line stanzas, selecting some rhyming words</i>	Pupil <b>confidently</b> and <b>consistently</b> uses appropriate structure and language of the known poem
	<b>With support</b> , pupil can write simple narratives, simple poems and simple recounts of real events. Writing stamina is <b>developing</b>	Pupil can write simple narratives, simple poems and simple recounts of real events. <b>Some</b> evidence of writing stamina	Pupil can <b>confidently</b> write more complex narratives, poems, recounts and reports about real events for different purposes, showing writing stamina
	<b>With support</b> , pupil can say or record in writing or pictorially their ideas	Pupil can <b>usually</b> say or record in writing or pictorially their ideas for writing e.g <i>draw or explain a simple story map or story plan</i>	Pupils can <b>always</b> say or record in writing or pictorially their ideas
	<b>With support</b> , pupil can write down some ideas, key words and new vocabulary and use them to improve their own writing	Pupil can independently write down some ideas, key words and new vocabulary and use them to improve their own writing e.g <i>pupils magpie words or ideas and use them in their writing</i>	Pupil can <b>confidently</b> write down ideas, key words and know how to use them to improve their own writing
	<b>With support</b> , pupil can reflect what they have written, reread to check it makes sense and make suggestions on how to correct errors	Pupil can reread their writing to check it makes sense and know how to correct errors. Pupil can reflect on what they have written and make suggestions for improvements	Pupils can <b>consistently</b> and <b>independently</b> reflect on what they have written, making suggestions for improvement. They can <b>confidently</b> reread their writing to check it makes sense and know how to correct errors



Assessment Strands	2 Developing	2 Secure	2 Exceeding
Transcription	Phonic knowledge is applied with all phonemes being applied which results in accurate spelling of all common words	Use knowledge to spelling and phonemes, including homophones for both mono and multi syllabic words	Knowledge of spelling, phonemes and homophones results in mono and multi-syllabic words and spelt with increasing accuracy
	Pupil can make phonetically plausible attempts at common exception (irregular) words, <b>some</b> of which are spelt correctly	Pupil can make plausible attempts at common exception (irregular) words, <b>most</b> of which are correctly spelt	Pupil can make phonetically plausible attempts at all common exception (irregular) words, <b>almost all</b> of which are spelt correctly.
	<b>With support</b> pupil can place the possessive apostrophe accurately in words with singular nouns	Pupil can <b>usually</b> place the possessive apostrophe accurately in singular nouns e.g <i>the man's hat, the girl's pencil, Mia's drink</i>	Pupil can <b>consistently</b> and <b>confidently</b> place the possessive apostrophe accurately in words with singular nouns
	<b>With support</b> , pupil can place the apostrophe accurately in words to show where or letter or letters are omitted	Pupil can <b>usually</b> place the apostrophe accurately in words to show where a letter or letters have been omitted e.g <i>can't, couldn't won't</i>	Pupil can <b>consistently</b> and <b>confidently</b> place the apostrophe accurately in words to show where letter or letters have been omitted
	<b>With support</b> , pupil can use some letter names to distinguish between alternative spellings of the same sound	Pupil can use letter names to distinguish between alternative spellings of the same sound e.g <i>pupil says letter names when spelling 'ai' as in rain and 'ay' as in play</i>	Pupil can consistently and confidently use letter names to distinguish between alternative spellings of the same sound
	<b>With support</b> , pupil can apply the suffixes -ment, -ness, -ful, -less, -ly to words ending in a consonant e.g <i>enjoyment, sadness, playful, hopeless</i>	Pupil can <b>usually</b> correctly apply the suffixes -ment, -ness, -ful, -less, -ly to words ending in a consonant and exception words ending in <i>y</i> e.g <i>happiness, happily,</i>	Pupil can <b>consistently</b> and <b>correctly</b> apply the suffixes -ment, -ness, -ful, -less, -ly to words ending in a consonant and exception words ending in <i>y</i>
	Pupil can remember and write a dictated sentence, applying phonic knowledge and taught punctuation with <b>some</b> accuracy	Pupil can <b>usually</b> remember and write a dictated sentence that includes some words using the GPCs and common exception words taught so far, spelling <b>most</b> of them correctly and applying phonic knowledge accurately	Pupil can <b>consistently</b> and <b>confidently</b> remember and write a dictated sentence, applying phonic knowledge and punctuation accurately
Handwriting	Pupil can correctly form some lower-case letters	Pupil can correctly form some lower-case letters, showing <b>some</b> consistency and control over their size. Presentation is neat.	Pupil can form almost all lower-case letters correctly with consistent control over size. Presentation is always neat.
	Pupil can form some capital letters, digits and lower case letters showing some control over orientation and size	Pupils can form most capital letters, digits and lower case letters showing good control over orientation and size	Pupils can form almost all capital letters, digits and lower-case letters showing consistent control over the orientation and size
	Pupil can sometimes leave appropriately sized spaces between words	Pupil can <b>usually</b> leave appropriately sized spaces between words	Pupil can <b>consistently</b> leave appropriately sized spaces between words



Progression in English - Year 3  
Writing

Assessment Strands	3 Developing	3 Secure	3 Exceeding
Vocabulary/Grammar/Punctuation	<b>With support</b> , pupil can recognise words from the same word family and <b>sometimes</b> deduces the meaning of related words correctly	Pupil can recognise related words from the same word family and <b>usually</b> deduces the meaning of related words correctly e.g 'heard' within 'misheard'	Pupil quickly recognises related words from the same word family and <b>consistently</b> and <b>confidently</b> deduces the meaning of related words
	<b>With support</b> , pupil can choose appropriate nouns or pronouns to create cohesion, avoid repetition and achieve clarity	Pupil can <b>usually</b> choose appropriate pronouns to create cohesion, avoid repetition and achieve clarity and apply to independent writing	Pupil can consistently and confidently choose appropriate nouns or pronouns to create cohesion, avoid repetition and achieve clarity and can apply this across a range of independent writing
	With support, pupil can write an increasing range of sentences with more than one clause using a range of conjunctions with some attempts to use conjunctions relating to time	Pupil can use conjunctions to indicate time, place and cause.	A wide range of conjunctions are used including conjunctions for time, place and cause. These are applied in a range of writing.
	In writing, an awareness of similes and metaphors are evident	Similes and metaphors are used within writing	Similes and metaphors are used by the pupil with an awareness of purpose and effect on the reader
	Evidence of ambitious word choices - they may not always be used correctly within the context of the sentence	Pupils are attempting to use ambitious vocabulary - most words are used correctly within the context of the sentence	Word choices are sometimes ambitious and used correctly in the context of the sentence
	Verb tenses are used consistently throughout a range of writing	Pupil can select the appropriate tense including the present perfect form for verbs e.g <i>He has gone out to play in contrast to he went out to play</i>	Pupil can select the appropriate tense and use <b>consistently</b> and <b>confidently</b> throughout including the present perfect form for verbs e.g <i>He has gone out to play in contrast to he went out to play</i>
	With support, pupil can decide whether a noun needs 'a' or 'an' in front of it and <b>sometimes</b> makes the right choice in independent writing	Pupil can decide whether 'a' or 'an' is needed in front of a word and usually make the right choice in independent writing	Pupil can decide whether a noun needs 'a' or 'an' in front of it and confidently and consistently uses correctly in independent writing
	Capital letters, full stops, question marks, exclamation marks to demarcate sentences	Capital letters, full stops, question marks, exclamation marks to demarcate sentences with <b>total accuracy</b>	Capital letters, full stops, question marks, exclamation marks to demarcate sentences with total accuracy with evidence of experimenting with a wider range of punctuation
	Commas are used to separate items in a list, there may be some errors	Commas used with accuracy and appropriately to separate items in a list	Commas are beginning to be used to separate clauses
	Pupil is beginning to use inverted commas to punctuate direct speech, although may not be used accurately	Pupil is using inverted commas confidently and consistently to punctuate speech	Pupil is using inverted commas confidently and consistently to punctuate direct speech and beginning to use other punctuation connected with inverted commas appropriately e.g <i>The conductor shouted, "Sit down!"</i>
Pupil can use apostrophes for contracted forms and for the singular possessive	Pupil can use apostrophes for contracted forms and for the singular possessive <b>with total accuracy</b>	Pupil can use apostrophes for contracted forms and for the singular possessive with total accuracy and is beginning to use apostrophes for plural possessive (this may not be completely accurate use)	
Composition	Write for a range of purposes and in a range of genres using correct structure and beginning to show an understanding of audience	Writes for a range of real purposes and audiences in a range of genres with evidence of an understanding of audience	Writes for a range of real purposes and audiences in a range of genres with evidence of an awareness of purpose and impact. E.g <i>I have chosen to use this word to describe the atmosphere to create suspense</i>
	Writing is beginning to show some logical organisation e.g <i>writing may be organised into sections or similar ideas group together</i>	Paragraphs are beginning to be organised around a theme and sometimes demarcates paragraphs on the page	Pupil can consistently and confidently organise their material into logical chunks and write a coherent series of sentences. Pupil knows how to demarcate paragraph on the page and almost always remembers to do this when they write
	Pupil can reread writing to make sure it makes sense and identify errors in spelling, grammar and punctuation	Pupil can reread both their own and others' writing to make sure it makes sense and identify errors in spelling, grammar and punctuation	Pupil can reread both their own and others' writing to make sure it makes sense and identify errors in spelling, grammar and punctuation and can confidently and consistently make suggestions for improvement
	With support, pupils can identify possible improvements in grammar and vocabulary to their own and others' writing	Pupils can usually identify possible improvements in grammar and vocabulary in their own and others' writing	Pupils can consistently and confidently identify possible improvements in grammar and vocabulary in their own and others' writing and can explain the changes they make
	<b>Narratives</b> are clearly developed, some may be independent, some may be supported	<b>In narrative</b> - setting, plots are created independently	<b>In narrative</b> - setting, plots are created and developed within the narrative



Assessment Strands	3 Developing	3 Secure	3 Exceeding
Transcription	With support, pupil can distinguish between and sometimes correctly spell further homophones and near-homophones	Pupil can usually distinguish between and correctly spell further homophones and near homophones e.g <i>pair/pear/wait/weight/our/are</i>	Pupil can consistently and confidently distinguish between and almost always correctly spell further homophones and near homophones
	Pupil is able to identify, when prompted, their own most common spelling mistakes	Pupil is able to identify their own most common spelling mistakes and beginning to use one or two taught strategies to reduce misspellings	Pupil can consistently and confidently correctly spell words where the letters do not match the sound
	<b>With support</b> , pupil can spell words with prefixes without any other associated changes in spelling	Pupil can <b>usually</b> correctly spell words with prefixes without any associated changes in spelling	Pupil can consistently and confidently spell words with prefixes without any associated changes in spelling
	<b>With support</b> , pupil can navigate a dictionary to find the initial letter of any word and use the guide words to search to the second letter	Pupil can usually navigate a dictionary to find the initial letter of any word and use the guide words to search to the third letter	Pupil can consistently navigate a dictionary to find the initial letter of any word and use the guide words to search to the third letter and beyond
	<b>With support</b> , pupil can accurately remember and write a dictated sentence containing the spelling patterns and common exception words taught so far	Pupil can remember and write a dictated sentence containing the spelling patterns and common exception words taught so far, spelling most of them correctly	<b>With support</b> , pupil can accurately remember and write a dictated sentence containing the spelling patterns and common exception words taught so far spelling almost all of them correctly
Handwriting	Pupil's writing can be read without mediation but pupil often needs prompting to remember to use joined letters. Handwriting is laboured and hinders the transcription process	Pupil's writing can be read, is usually consistent and beginning to be neat in presentation	Pupil's writing can be easily read and is almost always consistent.



Progression in English - Year 4  
Writing

Assessment Strands	4 Developing	4 Secure	4 Exceeding
Vocabulary/Grammar/Punctuation	When prompted, pupil can choose and correctly use nouns or pronouns to create cohesion, avoid repetition and achieve clarity.	Pupil can usually choose and correctly use nouns or pronouns to create cohesion, avoid repetition and achieve clarity and apply this to a range of independent writing	Pupil can consistently and confidently choose and correctly use appropriate nouns or pronouns to create cohesion, avoid repetition and achieve clarity and apply this to a range of independent writing which is consistent in extended pieces
	Pupil can write compound sentences appropriate to the text - these may be a limited range of punctuation e.g <i>and because</i>	Pupil can use a wide range of subordinating conjunctions at the beginning and within sentences to add relevant detail to complex sentences e.g <i>We put our coats on when we went outside. When we went outside, we put our coats on.</i>	Pupil can confidently use a wide range of subordinating conjunctions both at the beginning and within sentences.
	Fronted adverbials are beginning to be used to start a sentence and commas are used to separate the clause (although this may not be consistent)	Fronted adverbials are used to start sentences and most are punctuated by a comma	Fronted adverbials are used confidently and are consistently punctuated with a comma to mark the clause
	When prompted, pupil can use some appropriate conjunctions, adverbs and prepositions to express time, cause and place	Pupils can use a wider range of appropriate conjunctions ( <i>if, when, although</i> ), adverbs and prepositions to express time, cause and place and apply this to a wide range of independent writing	Pupils can use a wider range of appropriate conjunctions ( <i>even though, due to</i> ), adverbs and prepositions to express time, cause and place and apply this consistently to a wide range of independent writing
	Pupil is beginning to use the present perfect form of verbs in contrast to the past tense e.g <i>He was walking</i> instead of <i>He walked</i>	Pupil can explain the concept of verb tense and writing shows an awareness of how commonly used verbs are inflected in different tenses. Pupil uses (with some errors) the present perfect form in contrast to past tense	Pupil can consistently and confidently write using the appropriate tense for the writing task, including choosing the present perfect tense in contrast to the past tense where appropriate
	Pupil can explain the rules for 'a' and 'an' and give examples although writing may show some inconsistency in applying the rule	Pupil can explain the rules for 'a' and 'an' and give examples. Writing is mostly consistent in applying the rule	Pupil can confidently explain the rules for 'a' and 'an' and give examples and writing consistently shows the application of this rule
	With support, pupil can use inverted commas and other punctuation when using direct speech. This may not be consistent.	Pupil can use inverted commas and other punctuation to indicate direct speech consistently	Pupil can confidently and consistently use inverted commas and other punctuation (? ! etc) to indicate direct speech consistently
	Pupil is beginning to use apostrophes for plural possession e.g <i>The girls' toilet.</i>	Pupil can use apostrophes to indicated plural possession	Pupil can use apostrophes to indicated plural possession confidently across a range of independent writing
	Simile and metaphors are used for effect	Similes and metaphors are used accurately with some experimentation with personification	Similes, metaphor and personification are used with accuracy
Composition	With support, pupil can identify key organisational and language features of a shared text working with a partner, small group or whole class. They can, when prompted, identify the text type by naming it	Pupil can usually identify and name key organisational and language features of a shared text working with a partner, small group or whole class. They can usually identify the text feature by naming it and when prompted, describe a context for using it	Pupil can consistently and confidently identify, name, and describe key organisational and language features of a shared text working with a partner, small group or whole class. They can confidently identify a text features by naming it and give a clear example of how it could be used
	With support, pupil can use notes and pictures from discussion with others to plan their writing	Pupil can independently select the most relevant information, key vocabulary and ideas from discussion and notes to plan their own writing. E.g <i>Can take notes during discussion and use them in a planning format</i>	Pupil can consistently and confidently select relevant information, key vocab and most suitable ideas from a discussion and make notes to plan writing
	With support, pupil can compose and orally rehearse sentences, sometimes incorporating new vocabulary. There is some variation in sentence structure although may be limited to simple and sometimes compound sentences	Pupil can independently compose and orally rehearse sentences, usually including new vocabulary. There is variation in sentence structure which includes simple, compound and complex sentences	Pupil can independently and confidently compose and orally rehearse sentences choosing vocabulary deliberately for impact. Variation in sentence structure with evidence of choosing sentence length for impact
	With support, pupil can plan narrative and non-fiction texts into paragraphs. Pupil knows how to demarcate paragraphs on the page and is beginning to remember how to do this during independent writing	Pupil can independently plan narrative and non-fiction texts into paragraphs. They do this before they writing through using a suitable planning format. Pupil knows how to demarcate paragraphs on the page and usually remembers how to do this during independent writing	Pupil can independently narrative and non-fiction texts into paragraphs. They do this before they writing through using a suitable planning format. There is some evidence of ideas being developed within and between paragraphs. Pupil knows how to demarcate paragraphs and almost always remembers to do this during independent writing
	With support, pupil can create a convincing settings, characters and a simple plot however descriptions may lack details and plot may be imbalanced e.g <i>may rely too heavily on dialogue or the modelled story</i>	Pupil can usually create an appropriate setting, two or three distinguishable characters and a coherent plot. Descriptions include some detail	Pupil can consistently and confidently create an appropriate setting, two or three distinguishable characters and a coherent plot. Descriptions contain relevant detail and some interaction between characters
	Pupil can sometimes cluster related information, write a main heading for the text and sub-headings for each paragraph	Pupil can usually cluster related information logically and write an engaging main heading for the text and relevant sub headings for each paragraph	Pupil can consistently and confidently write engaging and appropriate main heading for the text and suitable subheadings for each paragraph
	With support, pupil can read back their own writing as they go and others' completed writing. They can check for meaning and make suggestions for any alterations	Pupils can usually and accurately assess the effectiveness of their own and others' writing and make improvements. They can make suggestions for alterations and justify.	Pupil can consistently and accurately assess the effectiveness of their own and other' writing and make suggestions for improvement with justification. For example - <i>I think you should change this adjective to describe the haunted house as this makes it appear more spooky</i>
	With support, pupil can proof read and amend their own writing, checking for accuracy of grammar, spelling, punctuation and vocabulary throughout the text	Pupil can independently proof read and amend their own writing, checking for accuracy of grammar, spelling, punctuation and vocabulary throughout the text	Pupil can consistently and confidently proof read and amend their own writing, checking for accuracy of grammar, spelling, punctuation and vocabulary throughout the text



Progression in English - Year 4  
Writing

Assessment Strands	4 Developing	4 Secure	4 Exceeding
Transcription	Most words taught so far are spelt correctly and those which have not yet been taught are spelt using knowledge of spelling, for example, morphology and etymology (the origin of words). Commonly misspelt words are spelt correctly	Most words taught so far are spelt correctly and those which have not yet been taught are spelt using knowledge of spelling, for example, morphology and etymology (the origin of words). Commonly misspelt words are spelt correctly	Most words taught so far are spelt correctly and those which have not yet been taught are spelt using knowledge of spelling, for example, morphology and etymology (the origin of words). Commonly misspelt words are spelt correctly
	Pupil can add prefixes without any associated changes in spelling and when prompted, can give a definition e.g <i>un- dis- mis- in</i>	Pupil can usually follow spelling rules (without any alterations to the spelling) e.g <i>il-, im-, ir-, re-, sub-</i> to alter the meaning of nouns by adding prefixes and can give a clear definition of the new noun:	Pupil can consistently and confidently follow the spelling rules to alter the meaning of nouns by adding prefixes and can give a precise definition for almost all new nouns e.g <i>super, anti, auto</i>
	With support, pupil can spell words where suffixes beginning with vowel letters are added to words of more than one syllable	Pupil can usually correctly spell words where suffixes beginning with vowel letters are added to words of more than one syllable, understanding when to double the final consonant in the root word e.g <i>forgetting, beginner, preferred.</i>	Pupil can consistently and confidently correctly spell words where suffixes beginning with vowel letters are added to words of more than one syllable, understanding when to double the consonant in the root word
	Common homophones eg <i>their/there, here/hear</i> are spelt accurately	Homophones and near homophones are mostly spelt correctly	Homophones and near homophones are consistently and confidently spelt correctly
	Pupil can sometimes find words in a dictionary and when prompted, can check their own attempt to check an unfamiliar spelling and correct	Pupil can usually find words in a dictionary, can accurately check their own attempt at spellings against the correct spellings and make any amendments	Pupil can consistently and confidently find words in a dictionary, can accurately check their own attempt at spellings against the correct spellings and make any amendments
	With support, pupil can remember and write a dictated sentence applying age-expected newly taught spelling patterns and punctuation with some accuracy	Pupil can usually remember and write a dictated sentence accurately applying newly taught spelling patterns and punctuation with accuracy	Pupil can consistently and confidently remember and write a dictated sentence applying newly taught spelling and punctuation accurately
Handwriting	Pupil can form letters according to the Nelson handwriting scheme. There may still be some inconsistency in decisions to join letters or leave letters unjoined	Pupil can correctly form and join most letters in accordance with Nelson handwriting scheme. There is some consistency in decision to join or leave letters unjoined	Pupil can form and join all their letters in accordance with Nelson handwriting. There is usually consistency in decisions to join or leave letters unjoined



Progression in English - Year 5  
Writing

Assessment Strands	5 Developing	5 Secure	5 Exceeding
Vocabulary/Grammar/Punctuation	<b>With support</b> , pupil can sometimes use a thesaurus to introduce varied vocabulary and use it in the correct context	Pupil can usually use a thesaurus to introduce varied vocabulary and use it in the correct context	Pupil can almost always use a thesaurus to introduce varied vocabulary and use it in the correct context
	Pupil is beginning to use expanded noun phrases to convey precise and detailed information concisely	Pupil can usually use expanded noun phrases to convey precise and detailed information concisely <i>e.g. The vicious beast with its red eyes</i>	Pupil can almost always use expanded noun phrases to convey precise and clear information
	With support, pupil is beginning to use relative clauses beginning with who, which, where, when, that	Pupil can usually use relative clauses beginning with who, which, where, when, that	Pupil can confidently and consistently use relative clauses who, which, where, when, that
	Pupil is beginning to use modal adverbs or adverbs to indicate degrees of possibility	Pupils can usually use modal verbs or adverbs to indicate degrees of possibility <i>e.g. it could be, it might be possibly</i>	Pupils can almost always use modal verbs or adverbs to indicate degrees of possibility
	Pupil is beginning to choose when to use the present perfect tense in contact to the past tense, where appropriate	Pupil can usually use the present perfect form of verbs to mark relationships of time and cause <i>e.g. She has gone on holiday (and won't be back for some time). The coach has left without you (because you were too late).</i>	Pupil is confidently using the present perfect tense and beginning to experiment with using the past perfect in narrative and recount <i>e.g. She had begun to plan her journey before she left. I had started the race when I realised to had no trainers on.</i>
	With support, pupil can use devices to build cohesion, including adverbials of time and place	Pupil can use devices to build cohesion, including adverbials of time and place <i>e.g. linking ideas within and across paragraphs using later, nearby, just then</i>	Pupil can almost always use devices to build cohesion, including adverbials of time and place
	Apostrophes are used accurately for possession (both plural and singular) and contraction	Apostrophes are used accurately for possession (both plural and singular) and contraction	Apostrophes are used accurately for possession (both plural and singular) and contraction
	Commas are used accurately to mark and define clauses (after a fronted adverbial, for embedded and subordinate clauses)	Commas are used to clarify meaning and avoid ambiguity. Commas may be replaced by semi-colons	Commas are used with complete accuracy. Semi colons are used to mark boundaries between independent clauses
	Pupil can use a growing range of punctuation although it may not be used accurately	Pupil can use a growing range of punctuation with some accuracy	Pupil can use a growing range of punctuation with increasing accuracy. Brackets are beginning to be used to add extra detail
	Evidence of the use of modal verbs indicate degrees of accuracy	Adverbs or modal verbs or modal verbs (might, should, will, must) are used to indicate degrees of possibility	Modal verbs or adverbs are used confidently to indicate degrees of possibility
	Similes, metaphors, personification are used and hyperboles (exaggeration for effect) are beginning to be experimented with	Similes, metaphors, personification are used and hyperboles (exaggeration for effect) are being used	Similes, metaphors, personification are used and hyperboles (exaggeration for effect) are being used with accuracy
Beginning to show an understanding of the different between standard and non-standard English and uses appropriately	Beginning to show an understanding of the different between standard and non-standard English and uses appropriately and accurately	Beginning to show an understanding of the different between standard and non-standard English and uses appropriately and/or for a specific purpose for example, dialogue between characters within a story	
Composition	With support, pupil can identify the intended purpose and audience for writing	Pupil can usually identify the intended purpose and audience for writing	Pupils can almost always identify the intended purpose and audience for writing
	With support, pupil can draw on what they have learnt about how authors develop characters and settings to help them create their own	Pupil can usually draw on what they have learnt about how authors develop characters and settings to help them create their own	Pupil can confidently and imaginatively draw on what they have learned about how authors develop characters and settings to help them create their own
	With support, pupil can sometimes think aloud and record their own ideas, sometimes drawing on independent reading and research	Pupil can usually think aloud and record their own ideas, sometimes drawing on independent reading and research	Pupil can almost always think aloud and record their own ideas, sometimes drawing on independent reading and research
	With support, pupil can organise writing into a logical sequence of paragraphs <i>e.g. by using pronouns or adverbials within paragraphs to link subjects introduced in an opening sentence</i>	Pupil can usually produce internally coherent paragraphs in logical sequence <i>e.g. using topic sentences</i>	Pupil can almost always produce internally coherent paragraphs in a logical sequence and link them, sign posting the reader <i>e.g. establishing simple links between paragraphs through use of language like firstly, next, moreover</i>
	With support, pupil can describe settings, characters and atmosphere and is beginning to experiment with including dialogue to convey character and to move the story along	Pupil can usually describe settings, characters and atmosphere and include dialogue to convey character and move the story along. They can portray characters' through meaningful interaction and dialogue	Pupil can almost always describe settings, characters and atmosphere and include dialogue to convey character and advance the action, drawing on their wider reading of fiction



Progression in English - Year 5  
Writing

Assessment Strands	5 Developing	5 Secure	5 Exceeding
Composition continued...	With support, pupil can select appropriate grammar and vocabulary and is beginning to understand how such choices can change and enhance meaning	Pupil can usually select appropriate grammar and vocabulary and is beginning to understand how such choices can change and enhance meaning e.g <i>make deliberate vocabulary choices for a specific effect on the reader</i>	Pupil can confidently and consistently select appropriate grammar and vocabulary and is beginning to understand how such choices can change and enhance meaning e.g <i>make deliberate vocabulary choices for a specific effect on the reader</i>
	With support, pupil can sometimes use further organisational and presentational devices to structure a text and guide the reader e.g <i>Use headings and sub headings, organise ideas so related points are grouped together</i>	Pupil can usually use further organisational and presentational devices to structure a text and guide the reader e.g <i>Use headings and sub headings, use bullet points and integrate diagrams and charts</i>	Pupil can almost always use further organisational and presentational devices to structure and organise text e.g <i>Use headings and sub headings, use bullet points and integrate diagrams and charts. Linking conclusion to introduction</i>
	With support, pupil can proof read their own writing and sometimes others' and evaluate against the WILF. They can spot their own errors with spelling, grammar and punctuation	Pupil can proof read their own and others' writing and evaluate against the WILF. They can spot their own errors with spelling, grammar and punctuation and make suggestions for improvement	Pupil consistently and confidently proof reads their own writing. They can evaluate against the WILF and make suggestions for improvement. They can confidently read the writing of others' and make suggestions for improving grammar, spelling and punctuation with justification and reasons
Transcription	Spell some words with silent letters - spell some common <i>kn, mb and stle</i> correctly e.g <i>knee, thumb, rustle</i>	Spell most common <i>kn, mb, stle, mn</i> silent <i>b</i> words correctly e.g <i>solemn, debt</i>	Spell nearly all <i>kn, mb, stle, Mn, silent n</i> words correctly
	Distinguishes and correctly spells some confusing pairs: e.g <i>led/lead farther/father, knew/new, past/passed</i>	Distinguishes and correctly spells most confusing pairs e.g <i>guessed/guest, draft/draught, stationary/stationery</i>	Distinguishes and correctly spells nearly all confusing pairs e.g <i>aisle/isle, advise/advice, practise/practice</i>
	With support, pupil is able to draw on known root words to correctly spell inflected words and other words related by meaning; has some successful strategies for learning and recalling spelling of irregular words/words which to not follow traditional spelling patterns	Pupil is usually able to draw on known root words to correctly spell inflected words and other words related by meaning; has some successful strategies for learning and recalling spelling of irregular words/words which to not follow traditional spelling patterns	Pupil is almost always able to draw on known root words to correctly spell inflected words and other words related by meaning; has some successful strategies for learning and recalling spelling of irregular words/words which to not follow traditional spelling patterns
	With support, pupil can spell words with prefixes and suffixes with or without associated changes in spelling	Pupil can usually spell words with prefixes and suffixes with or without associated changes in spelling	Pupil can almost always spell words with prefixes and suffixes with or without associated changes in spelling
	With support, pupil can navigate a dictionary to find the initial letter of any words and use the guide words to refine their search to the second letter, then read and understand the definition	Pupil can usually navigate a dictionary to find the initial letter of any words and use the guide words to refine their search to the second letter, then independently read and understand the definition and use appropriately in their writing	Pupil can almost always usually navigate a dictionary to find the initial letter of any words and use the guide words to refine their search to the second letter, then independently read and understand the definition and use appropriately in their writing
Handwriting	Handwriting is neat, joined appropriately and is consistent	Handwriting is clear, neatly formed, consistent and letters are of an even size (relative to one another)	Writing is legible, fluent and increasing in speed



Progression in English - Year 6  
Writing

Assessment Strands	6 Developing	6 Secure	6 Exceeding
Vocabulary/Grammar/Punctuation	<b>With support</b> , pupil can use a thesaurus to introduce varied and precise vocabulary to avoid repetition	Pupils can usually use a thesaurus introduce varied and precise vocabulary to avoid repetition and backs up choices with a dictionary to ensure the word it used in the correct context	Pupil can almost always use a thesaurus introduce varied and precise vocabulary to avoid repetition e.g <i>After proof reading own work, will turn to the thesaurus to find words which improve writing</i>
	When prompted, pupil can use expanded noun phrases to convey complicated information concisely	Pupil can usually use expanded noun phrases, adverbs and prepositional phrases to convey complicated information concisely	Pupils can almost always use expanded noun phrases to convey complicated information concisely and uses them across a wide range of independent writing
	When prompted, pupil can use relative clauses beginning with who, which, where, when, whose, that	Pupils can usually use embedded relative clauses beginning with who, which, where, when, whose, that to write complex sentences that sometimes use embedded relative clauses needing parenthesis marked with commas e.g <i>The girl, whose hair flowed wildly, ran through the forest.</i>	Pupil confidently uses relative clauses beginning with which, where, when, whose, that to write complex sentences that sometimes use embedded relative clauses needing parenthesis marked with commas e.g <i>The girl, whose hair flowed widly, ran through the forest.</i> Pupil uses these consistently across a range of independent writing
	When prompted, pupil can use adverbs and modal verbs to indicate degrees of possibility	Pupil confidently uses modal verbs and adverbs	Pupil can almost always use modal verbs or adverbs to indicate degrees of possibility, including modal to write about things that never happened e.g <i>If I had gone outside, I might have seen the bird.</i>
	With support, pupil can use the present perfect form of verbs to mark relationships of time and cause. Pupil understands that present perfect form is another way to show relationship of time and cause and <b>with support</b> , is beginning to experiment with using it.	Pupil confidently uses the present perfect form of verbs to mark relationships of time and cause and is usually able to choose to use the past perfect form to mark relationships of time and cause e.g. <i>She has known for some time that the money was missing but had hoped it would turn up.</i>	Pupil confidently always uses the present perfect and past perfect forms of verbs to mark relationships of time and cause and combines them appropriately in writing e.g. <i>They had hoped to have a holiday however the recent earthquake has changed their plans.</i>
	With support, pupil is beginning to use of the passive voice	Pupil uses the passive voice to affect the presentation of the sentence	Pupil confidently and appropriately uses the passive voice across a wide range of independent writing
	With support, pupil can use devices to build cohesion including adverbials of time, place and number	Pupil can usually use devices to build cohesion, including adverbials of time, place and number	Pupil can almost always use devices to build cohesion, including adverbials of time, place and number
	Similes, metaphors, personification and hyperboles are used accurately	A range of figurative language is used in independent writing	A range of figurative language is used confidently and consistently across a range of independent writing
	With support, pupil can use the semi-colon, colon and dash to mark the boundary between independent clauses; the colon to introduce a list and semi-colons within lists.	Pupil can use the semi-colon, colon and dash to mark the boundary between independent clauses; the colon to introduce a list and semi-colons within lists.	Pupil can confidently and consistently use the semi-colon, colon and dash to mark the boundary between independent clauses; the colon to introduce a list and semi-colons within lists.
	Pupil is aware of the need to punctuate bullet points accurately and beginning to understand how hyphens can be used to avoid ambiguity.	Pupil punctuates bullet points accurately and uses hyphens to avoid ambiguity	Pupil punctuates bullet points accurately and confidently uses hyphens to avoid ambiguity. Pupil applies this across a wide range of independent writing.
Composition	With support, pupil can identify the intended purpose and audience for writing	Pupil can usually identify the intended purpose and audience for writing	Pupils can almost always identify the intended purpose and audience for writing
	With support, pupil can draw on what they have learnt about how authors develop characters and settings to help them create their own	Pupil can draw imaginatively on what they have learnt about how authors develop characters and settings to help them create their own	Pupil can confidently and imaginatively draw on what they have learned about how authors develop characters and settings to help them create their own
	With support, pupil can think aloud and record their ideas, sometimes choosing ideas for impact and to enhance the effectiveness of what they write, drawing on independent reading	Pupil can think aloud and record their ideas, sometimes drawing on independent reading, choosing ideas for impact and to enhance the effectiveness of what they write	Pupil can think aloud and record their ideas, sometimes drawing on independent reading, choosing ideas for impact and to enhance the effectiveness of what they write
	With support, pupil can organise writing into a logical sequence of paragraphs e.g <i>by using pronouns or adverbials within paragraphs to link subjects introduced in an opening sentence</i>	Pupil can usually produce internally coherent paragraphs in logical sequence e.g <i>using topic sentences</i>	Pupil can almost always produce internally coherent paragraphs in a logical sequence and link them, sign posting the reader e.g <i>establishing simple links between paragraphs through use of language like firstly, next, moreover</i>
	With support, pupil can describe settings, characters and atmosphere and is beginning to experiment with including dialogue to convey character and to move the story along	Pupil can usually describe settings, characters and atmosphere and include dialogue to convey character and move the story along. They can portray characters' through meaningful interaction and dialogue	Pupil can almost always describe settings, characters and atmosphere and include dialogue to convey character and advance the action, drawing on their wider reading of fiction



Progression in English - Year 6  
Writing

Assessment Strands	5 Developing	5 Secure	5 Exceeding
Composition continued...	With support, pupil can select appropriate grammar and vocabulary and is beginning to understand how such choices can change and enhance meaning	Pupil can usually select appropriate grammar and vocabulary and is beginning to understand how such choices can change and enhance meaning e.g <i>make deliberate vocabulary choices for a specific effect on the reader</i>	Pupil can confidently and consistently select appropriate grammar and vocabulary and is beginning to understand how such choices can change and enhance meaning e.g <i>make deliberate vocabulary choices for a specific effect on the reader</i>
	With support, pupil can sometimes use further organisational and presentational devices to structure a text and guide the reader e.g <i>Use headings and sub headings, organise ideas so related points are grouped together</i>	Pupil can usually use further organisational and presentational devices to structure a text and guide the reader e.g <i>Use headings and sub headings, use bullet points and integrate diagrams and charts</i>	Pupil can almost always use further organisational and presentational devices to structure and organise text e.g <i>Use headings and sub headings, use bullet points and integrate diagrams and charts. Linking conclusion to introduction</i>
	With support, pupil can proof read their own writing and sometimes others' and evaluate against the WILF. They can spot their own errors with spelling, grammar and punctuation	Pupil can proof read their own and others' writing and evaluate against the WILF. They can spot their own errors with spelling, grammar and punctuation and make suggestions for improvement	Pupil consistently and confidently proof reads their own writing. They can evaluate against the WILF and make suggestions for improvement. They can confidently read the writing of others' and make suggestions for improving grammar, spelling and punctuation with justification and reasons
Transcription	Spell some words with silent letters - spell some common <i>kn, mb and stle</i> correctly e.g <i>knee, thumb, rustle</i>	Spell most common <i>kn, mb, stle, mn</i> silent <i>b</i> words correctly e.g <i>solemn, debt</i>	Spell nearly all <i>kn, mb, stle, Mn, silent n</i> words correctly
	Distinguishes and correctly spells some confusing pairs: e.g <i>led/lead farther/father, knew/new, past/passed</i>	Distinguishes and correctly spells most confusing pairs e.g <i>guessed/guest, draft/draught, stationary/stationery</i>	Distinguishes and correctly spells nearly all confusing pairs e.g <i>aisle/isle, advise/advice, practise/practice</i>
	With support, pupil is able to draw on known root words to correctly spell inflected words and other words related by meaning; has some successful strategies for learning and recalling spelling of irregular words/words which to not follow traditional spelling patterns	Pupil is usually able to draw on known root words to correctly spell inflected words and other words related by meaning; has some successful strategies for learning and recalling spelling of irregular words/words which to not follow traditional spelling patterns	Pupil is almost always able to draw on known root words to correctly spell inflected words and other words related by meaning; has some successful strategies for learning and recalling spelling of irregular words/words which to not follow traditional spelling patterns
	With support, pupil can spell words with prefixes and suffixes with or without associated changes in spelling	Pupil can usually spell words with prefixes and suffixes with or without associated changes in spelling	Pupil can almost always spell words with prefixes and suffixes with or without associated changes in spelling
	With support, pupil can navigate a dictionary to find the initial letter of any words and use the guide words to refine their search to the second letter, then read and understand the definition	Pupil can usually navigate a dictionary to find the initial letter of any words and use the guide words to refine their search to the second letter, then independently read and understand the definition and use appropriately in their writing	Pupil can almost always usually navigate a dictionary to find the initial letter of any words and use the guide words to refine their search to the second letter, then independently read and understand the definition and use appropriately in their writing
Handwriting	Handwriting is neat, joined appropriately and is consistent	Handwriting is clear, neatly formed, consistent and letters are of an even size (relative to one another)	Writing is legible, fluent and increasing in speed