

**Progression of skills in Writing
Year 1 to Year 6**

	KEY STAGE 1		LOWER KEY STAGE 2		UPPER KEY STAGE 2	
	End of Year 1 expectations	End of Year 2 expectations	End of Year 3 expectations	End of Year 4 expectations	End of Year 5 expectations	End of Year 6 expectations
Discussion	Be able to tell an adult/peer what they are going to write.	Talk through what they are going to write, considering sentence order needed.	Orally rehearse sections of writing including sequencing.	Orally plan the structure of the whole piece including supporting details.	Orally plan the structure of the whole piece and plan links between sentences within each paragraph.	Demonstrate the processes needed to plan writing, by thinking and discussing ideas aloud.
Using modelled writing/checklists	With support, recognise the main features of a given model and create simple checklists for their own writing.	With support, recognise the main features of a given model and create simple checklists for their own writing including certain grammar aspects (eg commas).	Recognise and imitate the main features of a given model and create their own checklists (including sentence level features).	Select the main features of a given model, using structural headings and create checklists for their own writing.	Establish features of a selected form clearly, with some adaptation to purpose. Develop ideas for narratives drawn on what they have read or seen.	Critically evaluate and select appropriate features to use and adapt, creating own checklists independently.
Planning/Notemaking	Draw pictures and write down key words and ideas before writing.	Draw pictures and note down ideas, key words and new vocabulary in a simple planning format.	Note down new ideas, key words and topic-specific language in a given format.	Use a given variety of planning structures to make notes which summarise key ideas.	Use a given variety of planning structures to make appropriate notes which include topic-specific vocabulary.	Select the most appropriate planning frame for the genre of writing, making note of precise vocabulary.
Drama/Role play	Use simple role play to explore writing ideas.	Take on roles of characters to understand the structure of narratives.	Adapt a range of roles in order to develop creative and imaginative writing.	Create and sustain a range of roles in order to develop creative and imaginative writing.	Create own scripted or improvised drama in order to develop creative and imaginative writing.	Refine, share and respond to scripted or improvised drama in order to develop creative and imaginative writing.

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