



The Canons CE Primary Writing Progression

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	<u>NC: EYFS ELF: Writing</u> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.	Y1C-T1 - I can say a sentence before writing it Y1C-T2 - I can say what my writing says and means Y1C-T3 - I can read aloud my writing clearly enough to be heard by others (KPI) Y1C-T4 - I can show an awareness of who I am writing for (KPI) Y1C-T5 - I can sequence sentences to form short, coherent narratives Y1C-T6 - I can write my own ideas so that others can read and understand them	Y2C-T1 - I can plan my writing by saying each sentence out loud and use notes and word banks (KPI) Y2C-T2 - I can organise my writing to reflect the type of writing I am doing (KPI) Y2C-T3 - I can make my writing lively and interesting (KPI) Y2C-T4 - I can write clear and coherent narratives Y2C-T5 - I can proof read my writing to check for errors in spelling, grammar, punctuation and tenses	(KPI) Y3C-T1 - I can structure and organise my work clearly, starting to use paragraphs Y3C-T2 - I can use paragraphing in narrative to show a change in time and setting Y3C-T3 - I can group similar information together in paragraphs in non-fiction writing (KPI) Y3C-T4 - I can use suggested organisational devices such as: headings, sub-headings, introduction and conclusion Y3C-T5 - With support, I can accurately proof read my writing for spelling, grammar and punctuation errors Y3C-T6 - I am starting to develop pace and make my writing lively and interesting Y3C-T7 - I can write in a range of non-narrative forms (Year 3 level), choosing ideas to suit the purpose and audience Y3C-T8 - I can write in a range of narrative forms (Year 3 level), choosing ideas to suit the purpose and audience (KPI) Y3C-T9 - I can describe settings and characters to build a picture in (KPI) Y3C-T10 - I am beginning to make links between paragraphs within my writing using	Y4C-T1 - I can write a clear introduction followed by logical points and a defined conclusion in non-narrative writing (KPI) Y4C-T2 - I can organise ideas in paragraphs for purpose in non-narrative using headings, sub-headings, introduction and conclusion Y4C-T3 - I can use paragraphing effectively in narrative to show a change of setting, time and action Y4C-T4 - I can accurately proof read my writing for spelling, grammar and punctuation errors Y4C-T5 - I can write in a range of narrative forms (Year 4 level), choosing ideas to suit the purpose and audience Y4C-T6 - I can write in a range of non-narrative forms (Year 4 level), choosing ideas to suit the purpose and audience (KPI) Y4C-T7 - I can develop ideas for characters, settings and plot in creative and interesting ways in narrative writing Y4C-T8 - I am beginning to use or attempt grammatically	(KPI) Y5C-T1 - I can produce well-structured and organised writing showing a good understanding of features and layout in non-narrative forms (KPI) Y5C-T3 - I can select the correct vocabulary, grammar and structure for audience and purpose and use it accurately in narrative forms (KPI) Y5C-T4 - I can use paragraphs accurately to affect the reader, using a variety of techniques to make links within and between paragraphs. eg. Conjunctions, adverbials, pronouns, synonyms (KPI) Y5C-T5 - I can develop plot and bring characters and setting to life using a range of descriptive techniques (KPI) Y5C-T6 - I am beginning to move the action on and develop characters through the use of dialogue Y5C-T7 - I can use a range of narrative techniques confidently, weaving them together for effect (KPI) Y5C-T8 - I can use a given tense correctly throughout a piece of writing, editing it if necessary	(KPI) Y6C-T1 - I can open and conclude my writing in different, dramatic and sometimes unexpected ways - making links between the two. Y6C-T2 - I can use synonyms and antonyms to make links in my writing (KPI) Y6C-T3 - I can develop plot, create action and bring characters and setting to life using a wide range of descriptive techniques: such as descriptive noun phrases or through character's thoughts, actions, reactions and relationships with others (KPI) Y6C-T4 - I can select the appropriate tense for a task, use this consistently and justify when a change of tense is appropriate eg: flashbacks Y6C-T5 - I can use a range of techniques to interact with or show awareness of the audience (KPI) Y6C-T6 - I can integrate dialogue cleverly to enhance relationships with characters and advance action.



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				adverbials of time and place. the reader's mind	complex structures for effect - varying where I put the sub-ordinate clause Y4C-T9 - I can start my writing in a variety of ways: action, dialogue, description (KPI) Y4C-T10 - I am beginning to make links between paragraphs using conjunctions, adverbials, pronouns and synonyms. (KPI) Y4C-T11 - I am beginning to make links within paragraphs using conjunctions, adverbials, pronouns and synonyms Y4C-T12 - I am developing my own lively, consistent and coherent writing style	Y5C-T9 - I can (KPI) Y6C-T7 - I can consistently use a wide range of devices, including adverbials, to build cohesion within and across proof read my writing for spelling, grammar, vocabulary and punctuation errors Y5C-T10 - I am developing my own lively, coherent and entertaining writing voice, using informal and formal styles confidently Y5C-T11 - I have used the correct level of formality and overall structure for a variety of text types: newspaper, diary, balanced argument	(KPI) Y6C-T8 - I can confidently select appropriate grammar and vocabulary to reflect the level of formality required mostly correctly Y6C-T9 - I can confidently maintain a mature, imaginative and sophisticated writing style within a single piece of totally independent writing (KPI) Y6C-T10 - I can manage levels of formality according to purpose and audience by selecting vocabulary precisely and by manipulating grammatical structures
Grammar		(KPI) Y1G-T1 - I can combine words in a logical order to make a sentence (KPI) Y1G-T2 - I can join two sentences or clauses using 'and' and 'because' (KPI) Y1G-T3 - I can join two sentences or clauses using 'but' and 'so' (KPI) Y1G-T4 - I am starting to use descriptive noun phrases (KPI) Y1G-T5 - I am starting to use past and present tense correctly	Y2G-T1 - I can identify and give examples of nouns, adjectives, verbs and adverbs Y2G-T2 - I can identify and give examples of a statement, question, exclamation or command (KPI) Y2G-T3 - I can use sentences with different forms in my writing (statements, questions, commands, exclamations) (KPI) Y2G-T4 - I can sometimes join a main and subordinate clause using the co-ordination	(KPI) Y3G-T1 - I can show time, place and cause using adverbs (then, next, soon, therefore) (KPI) Y3G-T2 - I can use simple and compound sentences (joined using co-ordinating conjunctions) within my writing. (KPI) Y3G-T3 - I can use sub-ordinating conjunctions (when, while, also, because) to create complex sentences. (KPI) Y3G-T4 - I can show time, place and cause using prepositions	Y4G-T1 - I can use simple and compound sentences (using co-ordinating conjunctions) accurately in my writing. Y4G-T2 - I can use sub-ordinating conjunctions to express time and cause within a complex sentence. Y4G-T3 - I can use adverbs to express time and cause (KPI) Y4G-T4 - I can use prepositions to express time and cause Y4G-T5 - I can use fronted adverbials (eg	(KPI) Y5G-T1 - I can use simple and compound sentences (using co-ordinating conjunctions, semi-colons, dashes) for effect. (KPI) Y5G-T2 - I can use complex sentences for effect, varying where I place the clauses. Y5G-T3 - I can use compound-complex sentences for effect using the correct punctuation. (KPI) Y5G-T4 - I can use expanded noun phrases to convey	(KPI) Y6G-T1 - I can use the correct subject and verb agreement (KPI) Y6G-T2 - I can use passive voice to affect the presentation of information in a sentence (KPI) Y6G-T3 - I can use creative and varied sentence structure when appropriate, intermingling with simple structures for effect (KPI) Y6G-T4 - I can use a range of co-



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		Y1G-T6 - I am trying to use simple linking connectives and phrases in my writing Y1G-T7 - I can explain what nouns, adjectives, verbs and adverbs are and give examples (KPI) Y1G-T8 - I am beginning to show an understanding of statements, commands, exclamations and questions	when, if, that and because (KPI) Y2G-T5 - I can join clauses using the co-ordination or, and, but (KPI) Y2G-T6 - I can use present and past tense mostly correctly and consistently (KPI) Y2G-T7 - I can start my sentences in different ways Y2G-T8 - I can use time and sequence words to link parts of my sentences	(before, during, after, in, of) Y3G-T5 - I can use the present perfect form of verbs rather than the simple past tense Y3G-T6 - I know the rule for when to use a or an in front of words Y3G-T7 (KPI) - I can use past and present tense correctly and consistently in my writing (KPI) Y3G-T8 - I can use sentences with different forms for effect	later that day, soon after) Y4G-T6 - I can choose nouns and pronouns appropriately for clarity, cohesion and to avoid repetition (KPI) Y4G-T7 - I can add adjectives to expand noun phrases. Y4G-T8 - I can use a range of different types of sentences for effect. eg: short, long, lists, question, exclamation (KPI) Y4G-T9 - I can use the correct verb tense most of the time Y4G-T10 - I can use modal verbs to show possibility mostly correctly	complicated information concisely Y5G-T5 - I can use modal verbs and adverbs to indicate degrees of possibility Y5G-T6 - I am beginning to use the passive voice for variety and to shift focus Y5G-T7 - I can use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun (KPI) Y5G - T8 - I am beginning to ensure correct subject and verb agreement when using singular and plural (KPI) Y5G - T9 - I can use a range of sentences types to affect the reader. eg. exclamation, lists, questions etc. Y5G-T10 - I can vary sentence length and word order confidently to sustain interest	ordinating and subordinating conjunctions Y6G-T5 - I can construct grammatically correct sentences, unless using dialect or alternative constructions for effect (KPI) Y6G-T6 - I can use a wide range of clause structures, sometimes varying their position within the sentence Y6G-T7 - I can write effectively for a range of purposes and audiences, selecting appropriate form and drawing independently on what I have read as models for my own writing
Punctuation		(KPI) Y1P-T1 - I can usually use capital letters to show where sentences begin (KPI) Y1P-T2 - I can usually use full stops to show sentences in my writing (KPI) Y1P-T3 - I can use a capital 'I'	(KPI) Y2P-T1 - I can use capital letters and full stops correctly to punctuate most of my sentences (KPI) Y2P-T2 - I can use exclamation marks in the right place in most of my writing	(KPI) Y3P-T1 - I can consistently use capital letters and full stops accurately in my writing (KPI) Y3P-T2 - I can consistently use question marks accurately and for effect (KPI) Y3P-T3 - I can consistently use	Y4P-T1 - I can use full stops, exclamation marks, questions marks and commas within lists accurately. (KPI) Y4P-T2 - I can punctuate direct speech with a comma to introduce the speaker and inverted commas	Y5P-T1 - I can use full stops, question marks, exclamation marks and commas for lists consistently (KPI) Y5P-T2 - I can use brackets, commas and dashes to indicate parenthesis	(KPI) Y6P-T1 - I can use a full range of punctuation accurately and precisely, including full stops, capital letters, question marks, exclamations marks and commas for lists



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		consistently to name myself Y1P-T4 - I can sometimes use a question mark at the end of a question Y1P-T5 - I can sometimes use exclamations to punctuate an exclamation sentence (KPI) Y1P-T6 - I can use capital letters at the start of someone's name, places and days of the week Y1P-T7 - I am beginning to use commas for simple lists	(KPI) Y2P-T3 - I can use question marks correctly in most of my writing when they are needed (KPI) Y2P-T4 - I can use commas to separate items in a list Y2P-T5 - I can use apostrophes correctly to show where letters are missing (omission/contraction) Y2P-T6 - I can use an apostrophe correctly for singular possession	exclamation marks accurately and for effect (KPI) Y3P-T4 - I am starting to punctuate direct speech with inverted commas (KPI) Y3P-T5 - I can consistently use apostrophes accurately for omission Y3P-T6 - I can use commas in lists (KPI) Y3P - T7 - I can consistently use apostrophes accurately for singular possession Y3P - T8 - I am beginning to use apostrophes for plural possession Y3P-T9 - I am beginning to use commas in my writing to mark subordinate clauses at the start and end of sentences. Y3P-T9 - I am beginning to use commas to mark parenthesis within sentences. Y3P-T10 - I am beginning to use brackets to mark parenthesis within sentences.	to indicate direct speech. (KPI) Y4P-T3 - I can punctuate direct speech with a capital letter to begin and end punctuation with the inverted commas. (KPI) Y4P-T4 - I can start a new line for a new speaker when using direct speech Y4P-T5 - I can use an apostrophe correctly for omission (KPI) Y4P-T6 - I can use commas after fronted adverbials Y4P-T7 - I am starting to use ellipsis correctly to create an effect in my writing (KPI) Y4P-T8 - I am starting to use a hyphen correctly (KPI) Y4P-T9 - I can use brackets correctly to mark parenthesis (KPI) Y4P-T10 - I can use commas correctly to mark parenthesis Y4P-T11 - I can use commas mostly correctly to mark subordinate clauses at the beginning and end of sentences. Y4P-T12 - I am starting to use dashes correctly for parenthesis and to mark main clauses. Y4P - T13 - I can place the possessive apostrophe accurately	(KPI) Y5P-T3 - I can use commas to mark subordinate clauses at the beginning and end of sentences for effect. Y5P-T5 - I can use dashes marking mark main clauses for effect. (KPI) Y5P-T6 - I can use apostrophes accurately for omission and possession Y5P-T7 - I can use commas to clarify meaning or avoid ambiguity (KPI) Y5P-T8 - I can use punctuation for speech accurately Y5P-T9 - I am starting to show an understanding of when to use a colon and semi-colon, in lists and to mark main clauses (KPI) Y5P-T10 - I am starting to use punctuation to create atmosphere (, ; : - ...) Y5P-T11 - I am starting to use a range of punctuation to show division between clauses and to indicate parenthesis (, ; : - ...)	(KPI) Y6P-T3 - I can use commas accurately to mark clauses (KPI) Y6P-T3 - I can use punctuation for speech accurately, varying the position of the reporting clause (KPI) Y6P-T4 - I can choose to use apostrophes accurately for omission and possession depending on purpose and audience (KPI) Y6P-T5 - I can use a colon to introduce a list and use semi-colons within lists Y6P-T6 - I can use bullet points appropriately within my writing to list information (KPI) Y6P-T7 - I can use the semi-colon, colon and dash to mark the boundary between independent clauses (KPI) Y6P-T8 - I can correctly use hyphens to avoid ambiguity Y6P-T9 - I can use punctuation to show division between a variety of clauses , ; : - ...()
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Vocabulary		Y1V-T1 - I can use appropriate vocabulary in more than three statements (KPI) Y1V-T2 - I can use a range of adjectives in my writing Y1V-T3 - I can use a range of verbs in my writing Y1V-T4 - I am starting to use adverbs in my writing (KPI) Y1V-T5 - I can use some ambitious words in my talk and writing	(KPI) Y2V-T1- I can use expanded noun phrases to describe and specify Y2V-T2 - I can use a range of verbs to describe actions Y2V-T3 - I can use interesting and effective adjectives to describe things Y2V-T4 - I can use interesting and effective adverbs to describe actions Y2V-T5 - I can begin to use similes to describe and compare things (KPI) Y2V-T6 - I can use some ambitious vocabulary in my writing for effect	(KPI) Y3V-T1 - I can use adjectives and prepositions to create more sophisticated expanded noun phrases for description (KPI) Y3V-T2 - I can use a wide range of interesting vocabulary that is ambitious for my age Y3V-T3 - I can confidently use similes to compare and describe things Y3V-T4 - I can consistently use adverbs for description Y3V-T5 - I can create interest by using vocabulary for effect (KPI) Y3V-T6 - I can use the formal vocabulary for the task. eg. newspaper reports, formal letters, non-chronological reports. (KPI) Y3V-T7 - I can use the informal vocabulary for the task. eg. diary entry, informal letter Y3V-T8 - I am beginning to develop my own ideas creatively and with flair	Y4V-T1 - I can use standard English when I write verb inflections rather than write it how I might say it Y4V-T2 (KPI)- I can choose interesting vocabulary that is ambitious for my age, will engage the reader and is particularly appropriate and purposeful (KPI) Y4V-T3 - I can use personification to describe in my writing (KPI) Y4V-T4 - I can use similes to describe in my writing (KPI) Y4V-T5 - I can use metaphors to describe in my writing Y4V-T6 - I can use informal vocabulary that is particularly appropriate and purposeful eg diaries, informal letters. Y4V-T7 - I can use formal vocabulary that is particularly appropriate and purposeful eg newspapers, balanced argument, formal letters.	(KPI) Y5V-T1 - I can use technical and specific vocabulary which is matched to the purpose and audience of my writing Y5V-T2 - I can use ambitious sophisticated vocabulary and justify my choices (KPI) Y5V-T3 - I can use sophisticated similes, metaphors and personification in my writing, where appropriate (KPI) Y5V-T6 - I am beginning to use the vocabulary appropriate for speech eg. using contractions, informal language, colloquialisms, question tags	Y6V-T1 - I can appropriately choose between vocabulary typical of informal and formal writing (KPI) Y6V-T2 - I am able to select a wide range of ambitious and sophisticated vocabulary accurately and precisely Y6V-T3 - I am able to paint vivid descriptions to create atmosphere, advance action and convey character (KPI) Y6V-T4 - I can use modal verbs to express certainty accurately (KPI) Y6V-T5 - I can sustain the use of technical and specific vocabulary which is matched to the purpose and audience within a piece of writing (KPI) Y6V-T6 - I can use adverbs, preposition phrases and expanded noun phrases effectively to add details, qualification and precision. Y6V-T7 - I can confidently vary the levels of formality within a piece of writing by selecting vocabulary precisely Y6V-T8 - I can distinguish between
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							the language of speech and writing and choose the appropriate register. eg. accented / slang
Transcription		Y1H-T1 - I am starting to sit my writing on the line Y1H-T2 - I can sit correctly at a table when I am writing Y1H-T3 - I can hold my pencil comfortably and correctly Y1H-T4 - I can form digits 0-9 correctly Y1H-T5 - I can form all capital letters correctly Y1H-T6 - I can usually form ascenders and descenders correctly (KPI) Y1H-T7 - I can form lower-case letters in the correct direction, starting and finishing in the right place (KPI) Y1H-T8 - I can use clear finger spaces in between each word (KPI) Y1H-T9 - I can form lower-case letters of the correct size relative to one another in some of my writing Y1H-T10 - I use pre-cursive letters in most of my writing	Y2H-T1 - I keep my writing on the line of the page (KPI) Y2H-T2 - I can leave spaces between words that reflect the size of the letters (KPI) Y2H-T3 - I can write letters and digits of the correct size, orientation and relationship to one another Y2H-T4 - I can control the use of upper and lower case letters in my writing Y2H-T5 - I can control the use and size of ascenders and descenders in my writing (KPI) Y2H-T6 - I am beginning to use the diagonal and horizontal strokes needed to join letters in some of my writing	Y3H-T1 - I can leave space between my lines of writing so that ascenders and descenders do not touch Y3H-T2 (KPI) - I can maintain writing using the school's handwriting style Y3H-T3 - I can use diagonal and horizontal strokes to join up appropriate letters	Y4H-T1 - I keep my down strokes parallel and equidistant and my lines of writing spaced sufficiently so that the ascenders and descenders of letters do not touch (KPI) Y4H-T2 - I can write neatly, legibly and accurately using the school's joined handwriting style	Y5H-T1 - I can adapt handwriting for a range of tasks and purposes, including for effect Y5H-T2 - I am beginning to develop my own consistent and legible handwriting style	Y6H-T1 - I use my own joined handwriting style which helps me to write legibly, fluently and with increasing speed Y6H-T2 - I can use other fonts in my writing for emphasis or impact

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