



## Writing progression essential skills

Due to the wide range of needs of our children we use B Squared assessment tool to assess progress for our children. B Squared have designed Progressions Steps, an observation based, teacher assessment framework for use with pupils who are engaged in subject-specific learning. This framework has been designed to help teachers to identify and record the ongoing achievements of pupils who are working moderately or severely beneath age-related expectations, in some or all areas of their development. It can be used with pupils who are either studying elements from the formal curriculum or those who are still engaged in a semi-formal approach to learning. The Progression Steps assessment framework helps schools and teachers to monitor their provision for Cognition and Learning by enabling staff to record the academic knowledge and abilities achieved by their pupils. Using the Early Years Framework, the National Curriculum as well as Progression Steps, we have broken down the key skills for each subject into steps so that we can clearly monitor each child's progress.

	Step 1
<b>Punctuation</b>	Uses a single word, sign, or symbol to name an object
<b>handwriting</b>	Imitates circular strokes Imitates horizontal strokes Imitates vertical strokes
<b>Text construction: sentence level</b>	Responds to questions about familiar events Asks a simple 'What ...?' question
<b>Text construction: text level</b>	Separates pictures and writing Puts illustrations to their writing Describes a character or object from a story using a single descriptive word, e.g. boy, red, etc.
<b>Planning</b>	Chooses their own name for a character in a story



	Uses words, signs or symbols to identify a word they would like written
<b>Evaluating</b>	Responds to questions about familiar events
<b>Editing</b>	Copies underneath from left to right
<b>Terminology</b>	Word, symbol, sign, picture, writing
<b>Conjunctions and adverbials</b>	Where, what, who



Step 2	
<b>Punctuation</b>	Spacing varies in length
<b>handwriting</b>	Makes marks for name with some recognisable letters Holds pencil correctly and with sufficient grip, most of the time
<b>Text construction: sentence level</b>	Expresses the conjunction 'and' when adding information during a discussion Answers simple questions about their writing with some prompting
<b>Text construction: text level</b>	Dictates a narrative for their story Creates their own narrative when reading a book
<b>Planning</b>	Suggests a phrase to include in their work
<b>Evaluating</b>	Adds simple details to another person's retelling of a story
<b>Editing</b>	'Reads' their writing aloud
<b>Terminology</b>	Letters, story, phrases
<b>Conjunctions and adverbials</b>	And



<b>Step 3</b>	
<b>Punctuation</b>	Start to use finger spaces, inconsistently, so their phrases can be read.
<b>handwriting</b>	Write recognisable letters, most of which are correctly formed. May be inconsistent.
<b>Text construction: sentence level</b>	Order pictures in time sequence. Spell words by identifying sounds in them and representing the sounds with a letter or letters Write caption or short phrase using graphemes known. Orally / writing offer a simple phrases or sentences.
<b>Text construction: text level</b>	Retell stories and narratives using their own words and sometimes as exact repetition. Reports experiences and events orally.
<b>Planning</b>	Express their ideas and feelings... using full sentences; past, present and future tenses
<b>Evaluating</b>	Read aloud words or phrases created
<b>Editing</b>	Understand that they can have another go
<b>Terminology</b>	Page, story, book, character, finger space, phoneme, grapheme, digraph, trigraph, blend, blending
<b>Conjunctions and adverbials</b>	And, then, but, one day



Step 4	
<b>Punctuation</b>	<p>Start to use finger spaces so their simple phrases and sentences... can be read by others</p> <p>Uses capital letters for names and start of a sentence.</p> <p>Capitals for proper nouns, sometimes, after discussion.</p> <p>Full stops, question marks and exclamation marks with support.</p>
<b>handwriting</b>	<p>Write recognisable letters, most of which are correct.</p> <p>Use finger spaces more consistently.</p> <p>Forming digits 0 – 9</p> <p>Position words appropriately on the line.</p>
<b>Text construction: sentence level</b>	<p>Express their ideas and feelings... using full sentences; past, present and future tenses; and making use of conjunctions</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Compose short sentences (groups of words) independently, that can be read by others.</p> <p>Recognise the features of some forms of writing, e.g. stories and poems.</p> <p>Attempts to use features of narrative.</p>
<b>Text construction: text level</b>	<p>Begin to group words and ideas (orally or in simple sentences).</p> <p>Use simple sentences to share ideas orally.</p>
<b>Planning</b>	<p>Writes sentences which have been orally rehearsed.</p> <p>Say aloud what they intend to write.</p>
<b>Evaluation</b>	<p>Read aloud words and short sentences that they have written, discussing this in small group, class and one-to-one discussions, using recently introduced vocabulary.</p>
<b>Editing</b>	<p>Upon re-reading and discussing their work, understand that they can 'have another go' at writing a word or sentence. Makes some amendments after discussion.</p>
<b>Terminology</b>	<p>Beginning, middle, end, rhyme, poem, poetry, word, sentence.</p>
<b>Conjunctions and adverbials</b>	<p>And, next, one day, then, once upon a time, so</p>



Step 5	
<b>Punctuation</b>	<p>Capital letters for names and for the personal pronoun</p> <p>Capital letters at the beginning of sentences</p> <p>Full stops</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Consistent separation of words with spaces</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (with support)</p>
<b>handwriting</b>	<p>Write recognisable letters, most of which are correct.</p> <p>Handwriting is legible, unjoined, correct size and when writing starts in the right places.</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.</p>
<b>Text construction: Sentence level</b>	<p>Write sentences which convey ideas without support, with more than one sentence.</p> <p>Join words and clauses using the conjunction 'and' and other simple conjunctions.</p> <p>Compose sentences orally and write them down, recognising sentence boundaries in spoken sentences.</p> <p>Begin to use imperative sentences in instructions.</p> <p>Writes sentences using different forms – questions, commands, statements.</p>
<b>Text construction: text level</b>	<p>Writes simple structures for text types e.g. instructions, narratives.</p> <p>Begin to group related words and ideas.</p> <p>Begin to record sentences that have been created orally.</p>
<b>Planning</b>	<p>Say out loud what they are going to write about in advance.</p> <p>Orally compose sentences and/or whole texts.</p> <p>Recognise the features of different forms of writing, e.g. instructions, information books, stories and poems.</p>
<b>Evaluation</b>	<p>Discuss own writing with a friend or adult.</p> <p>Read own writing aloud, clearly enough to be heard by peers and the teacher.</p>
<b>Editing</b>	<p>Re-read what they have written and check it makes sense to them.</p>
<b>Terminology</b>	<p>Letter, Capital letter, Singular, Plural, Sentence, Punctuation, Full stop, Question mark, Exclamation mark, Joining word</p>
<b>Conjunctions and adverbials</b>	<p>As, because, now, soon, or, but, when</p>



Step 6	
<b>Punctuation</b>	<p>Sentences correctly punctuated with capital letters, full stops and question marks when required.</p> <p>Commas to separate items in a list.</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</p> <p>Apostrophes to mark common contracted forms.</p>
<b>handwriting</b>	<p>Join two letters in a word with some success.</p> <p>Adjust style to purpose and considering the way a piece of work is presented.</p> <p>Form lower-case letters of the correct size relative to one another.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p> <p>NB: As soon as pupils are able to form letters securely, with the correct orientation, they should be taught to write with a joined style</p>
<b>Text construction: sentence level</b>	<p>Commas to separate words in a list (with support).</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far, to help develop stamina for writing.</p> <p>Use appropriate subordinating and co-ordinating conjunctions.</p> <p>Begin to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use expanded noun phrases more consistently, incorporating modifying adjectives and nouns.</p> <p>Use sentences with different forms and recognise how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation, command (e.g. It has an exclamation mark, so it's an exclamation or It starts with a questioning word - 'how' - so it's a question).</p> <p>Draw on and use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences (e.g. newly learnt subject-specific terminology from classwork, descriptive language used by classmates.)</p> <p>Use expanded noun phrases to describe and specify [for example, the blue butterfly] Construct similes using 'like' (e.g. He's very grumpy like a bear).</p> <p>Use a pattern of three for description (e.g. He was old, bald and smiley).</p> <p>Incorporate some simple time adverbials into their compositions (e.g. He woke up the next morning... She went as soon as she could... Later on they found out...).</p>
<b>Text construction: text level</b>	<p>Use the present and past tenses correctly and consistently, including the progressive form.</p> <p>Begin to recognise and understand the use of paragraphs to group information.</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>• writing narratives about personal experiences and those of others (real and fictional)</li> </ul>



	<ul style="list-style-type: none"> <li>• writing about real events (e.g. describing their PE lesson or a field trip)</li> <li>• writing poetry</li> <li>• writing for different purposes (e.g. to inform, to instruct)</li> </ul>
<b>Planning</b>	<p>Consider what they are going to write before beginning, either by oral rehearsal, a simple written plan or a combination of the two. Include new vocabulary and/or key words in their plan, perhaps drawn from their own reading or class reading of model texts. Organises information when writing non fiction. Recognise and consider the features of several different forms of writing, e.g. instructions, information books, stories and poems.</p>
<b>Evaluation</b>	<p>Evaluate their own writing with the teacher and/or other pupils. Read aloud what they have written, to the teacher or a small group, with appropriate intonation to make the meaning clear. Use appropriate grammatical terminology in discussing writing.</p>
<b>Editing</b>	<p>Re-read to check that their writing makes sense and proof-read to check for errors in spelling, grammar and punctuation [for example, end of sentences punctuated correctly]. Upon re-reading, check that verbs to indicate time are used correctly, including verbs in the continuous form and make other simple additions, revisions and corrections to writing.</p>
<b>Terminology</b>	<p>Noun, Noun phrase, Statement, Question, Exclamation, Command, Compound, Suffix, Adjective, Adverb, Verb, Tense (past, present) Apostrophe, Comma, Introduction, Build up, Problem</p>
<b>Conjunctions and adverbials</b>	<p>As, If, Until, That, although, after, before, while</p>



<b>Step 7</b>	
<b>Punctuation</b>	<p>Displays some use of inverted commas.</p> <p>Commas to separate clauses to avoid ambiguity.</p> <p>Fronted adverbials used with a comma.</p> <p>Uses KS1 punctuations consistently and mostly correctly.</p>
<b>handwriting</b>	<p>Consistently use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p>Writes legibly and with increasing speed.</p> <p>Consistent spacing between letters and words.</p> <p>Understands which letters should and should not be joined.</p> <p>Clear and consistent ascenders and descenders.</p>
<b>Text construction: sentence level</b>	<p>Identifies audience writing for and most suitable style.</p> <p>Begin to extend the range of sentences with more than one clause, by using a wider range of conjunctions.</p> <p>Notes and uses specific vocabulary.</p> <p>Use a range of sentence structures and forms appropriately (simple, compound and some complex structures, as well as statements, questions, exclamations and commands).</p> <p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far, to help develop stamina and speed for longer writing.</p> <p>Begin to extend the range of sentences with more than one clause, by using a wider range of conjunctions and by experimenting with their placement of these conjunctions within sentences.</p> <p>Use an increasing range of sentence structures for effect (e.g. a series of short sentences to increase pace and longer sentences, including simple, compound and complex structures, for description).</p> <p>Use expanded noun phrases more consistently and confidently, including modifying adjectives, nouns and preposition phrases (e.g. the bright blue, beautiful butterfly with the fluttering wings on its back).</p> <p>Increase their range of adverbials and ensure they are positioning these throughout the sentence, including using fronted adverbials (e.g. Panting heavily, she stopped, At long last, they had decided, He was fine yesterday morning)</p> <p>In non-narrative material, use simple organisational devices [for example, paragraph headings].</p>



	<p>Expand their range of vocabulary, to include words and phrases in their writing which are appropriate to their spelling ability and/or can be checked by using the first two or three letters to look it up in the dictionary (e.g. newly learnt subject-specific terminology from classwork, descriptive language used by classmates.)</p> <p>Construct a variety of similes using 'like' or 'as' (e.g. He's as grumpy as a grizzly bear, She raced like the wind).</p> <p>Use a pattern of three for description and expand effectively (e.g. He was surprisingly old, totally bald and wore a cheeky grin).</p> <p>Begin to be more specific with their word choices (e.g. the man got into the car might become Simon jumped quickly into his red BMW and "Hello," she said might become "Hello," she smiled happily).</p> <p>Begin to use rhetorical questions (e.g. in persuasive writing: How would you like to sleep on the street?)</p>
<b>Text construction: text level</b>	<p>Write for a range of real purposes and audiences, as part of their work across the curriculum, and make some decisions, based on these, about the form the writing should take.</p> <p>Begin to use paragraphs and understand that they should be organised around a theme.</p> <p>Use simple organisational devices, appropriate to non fiction text types.</p> <p>Sometimes use the present perfect form of verbs in contrast to the past tense.</p> <p>In narratives, create characters, settings and plot, often based on their reading, with description of each of these demonstrating an appropriate and effective range of vocabulary and conjunctions.</p>
<b>Planning</b>	<p>Assess and discuss the effectiveness of their own writing, suggest improvements and begin to monitor their own writing for sense in the same way that they monitor their reading.</p> <p>Plan their writing by discussing and recording ideas, including using role play to develop and sequence ideas Plan to use paragraphs, by grouping relevant information.</p> <p>With support, identify the viewpoint from which they will be writing.</p> <p>Discuss writing similar to that which they are planning to write in order to understand and learn from its sentence structure, vocabulary and ideas.</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied vocabulary and a range of sentence structures.</p>
<b>Evaluation</b>	<p>Assess and discuss the effectiveness of their own and others' writing and suggest improvements.</p> <p>Begin to consider the intended effect of their writing on the reader.</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>
<b>Editing</b>	<p>Proof-read their writing for spelling and punctuation errors.</p> <p>Makes changes to grammar and vocabulary.</p>
<b>Terminology</b>	<p>Preposition Conjunction (in preference to 'joining word') Word family Prefix Clause Subordinate clause Direct speech Consonant Vowel Inverted commas (or 'speech marks') Paragraph Dialogue Heading Sub-heading Preposition phrase</p>
<b>Conjunctions and adverbials</b>	<p>Although After Before Unless However Without warning Therefore Whenever While</p> <p>Meanwhile Finally In conclusion In addition/Additionally</p>



Step 8a	
<b>Punctuation</b>	<p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Commas to clarify meaning or avoid ambiguity.</p> <p>Inverted commas and other punctuation to indicate direct speech [for example, use of a lower case letter after a question or exclamation, where the speaker is identified after the dialogue, e.g. "Stop!" screeched Mum.] Colons to introduce speech in play scripts.</p> <p>Other punctuation conventions of play scripts, such as lack of inverted commas for speech and brackets/italics for stage directions.</p>
<b>handwriting</b>	<p>Begin to write more fluently, choosing an appropriate speed and standard for the task, while retaining legibility Choose which shape of a letter to use when given choices and decide whether or not to join specific letters.</p> <p>Begin to independently choose the writing implement best suited to the task</p>
<b>Text construction: sentence level</b>	<p>Writes and performs appropriately for a range of audiences.</p> <p>Uses devices to aid the reader for non-fiction writing.</p> <p>Recognise and begin to independently choose vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Use expanded noun phrases to convey complicated information concisely (e.g. the rare, beautiful, six-inch long butterfly, with crimson-tipped, blue and green wings.)</p> <p>Recognise and begin to use modal verbs and adverbs to indicate degrees of possibility.</p>
<b>Text construction: text level</b>	<p>Begin to expand their range of organisational devices to build cohesion within and across paragraphs [for example, using appropriate conjunction within a paragraph and linking ideas across paragraphs using adverbials e.g. On the other hand; In contrast).</p> <p>Use further organisational devices and some presentational devices to structure texts and begin to guide the reader [for example, headings, underlining].</p> <p>Use tenses accurately and consistently.</p> <p>Recognise and use first, second and third person.</p>
<b>Planning</b>	<p>Plan their writing by identifying the audience for and purpose of the writing.</p> <p>Plan their writing by discussing and recording ideas, including using role play to sequence their ideas and deepen their understanding.</p> <p>Note and develop initial ideas, based on model texts and/or classwork.</p> <p>Consider how writers have developed ideas in similar writing, using this writing as models for their own.</p> <p>Use appropriate organisational devices, such as headings or sub-headings.</p> <p>Assess the effectiveness of their own and others' writing, discussing the shades of meaning created by their vocabulary and grammar choices.</p>



	<p>Use appropriate grammatical terminology in discussing writing.</p> <p>Perform their own compositions, using appropriate intonation, volume and movements so that meaning is clear.</p> <p>Proof reads for spelling, punctuation and grammar, pin pointing the majority of errors.</p> <p>Ensure the correct use of tense throughout a piece of writing.</p> <p>Propose and implement changes to vocabulary, grammar and punctuation to clarify meaning and enhance effects.</p>
<b>Evaluation</b>	<p>Assess the effectiveness of their own and others' writing, discussing the shades of meaning created by their vocabulary and grammar choices.</p> <p>Use appropriate grammatical terminology in discussing writing.</p> <p>Perform their own compositions, using appropriate intonation, volume and movements so that meaning is clear.</p>
<b>Editing</b>	<p>Proof reads for spelling, punctuation and grammar, pin pointing the majority of errors.</p> <p>Ensure the correct use of tense throughout a piece of writing.</p> <p>Propose and implement changes to vocabulary, grammar and punctuation to clarify meaning and enhance effects.</p>
<b>Terminology</b>	<p>Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity Formal/Informal Hyperbole Literal/figurative</p> <p>Modifiers Abstract/Concrete noun Verb form Fact Opinion</p>
<b>Conjunctions and adverbials</b>	<p>Except</p> <p>Despite</p> <p>In comparison to</p> <p>Instead of</p>



Step 8b	
<b>Punctuation</b>	<p>A semi-colon, colon or dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up].</p> <p>A colon to introduce a list and use of semi-colons within lists.</p> <p>Conventions for punctuating bullet points to list information.</p> <p>Hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] Ellipsis.</p> <p>A full stop for abbreviation.</p> <p>Passive and modal verbs to affect the presentation of information.</p>
<b>handwriting</b>	<p>Choosing appropriate style of handwriting for the purpose.</p> <p>Consistently write more fluently, choosing an appropriate speed and standard for the task, while retaining legibility.</p> <p>Use an unjoined style when appropriate (e.g. for writing an email address or for labelling a diagram) Develop an increasingly personal style.</p> <p>Always choose the writing implement best suited to the task.</p>
<b>Text construction: sentence level</b>	<p>Writes longer passages with precision.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>Suggests alternatives for grammar and punctuation to enhance clarity and cohesion. Begin to be more selective with vocabulary, sentence construction and grammar, understanding how such choices can change and enhance meaning (e.g. short sentences to create tension and increase pace, rich vocabulary for description).</p> <p>Includes different devices to interest the reader.</p> <p>Adds detail, qualification and precision.</p> <p>Recognise and begin to independently choose vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Construct a variety of effective similes and metaphors.</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use a wide range of devices to build cohesion within and across paragraphs (e.g. repetition of a word or phrase, grammatical connections [such as adverbials] or ellipsis).</p> <p>Use further organisational and presentational devices to structure texts and to guide the reader [for example, headings, bullet points, underlining].</p> <p>In narratives, describe settings, character and atmosphere and integrate dialogue to convey character and advance the action</p>



<b>Text construction: text level</b>	
<b>Planning</b>	<p>Plan their writing by identifying the audience for and purpose of the writing.</p> <p>Plan their writing by discussing and recording ideas, including using role play to sequence their ideas and deepen their understanding.</p> <p>Note and develop initial ideas, based on model texts and/or classwork.</p> <p>Consider how writers have developed ideas in similar writing, using this writing as models for their own.</p> <p>Use appropriate organisational devices, such as headings or sub-headings.</p> <p>Use deliberate vocabulary and device choices for effect.</p> <p>In all text forms, use appropriate detail and conventions to convey intended meaning and advance writing.</p> <p>Précis longer passages.</p> <p>Clearly identify the viewpoint from which they will be writing, and carefully and effectively maintain and balance this across the whole text.</p>
<b>Evaluation</b>	<p>Assess the effectiveness of their own and others' writing, discussing the shades of meaning created by their vocabulary and grammar choices.</p> <p>Use appropriate grammatical terminology in discussing writing.</p> <p>Perform their own compositions, using appropriate intonation, volume and movements so that meaning is clear.</p>
<b>Editing</b>	<p>Proof read their own and others' work for spelling, grammar and punctuation errors to a high degree of accuracy.</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Ensure correct use of tense throughout.</p>
<b>Terminology</b>	<p>Subject Object Active Passive Synonym Antonym Ellipsis Hyphen Colon Semi-colon Bullet points Cohesion Subordinating conjunction Co-ordinating conjunctions</p>
<b>Conjunctions and adverbials</b>	<p>If necessary</p> <p>According to</p> <p>Consequently</p> <p>Nevertheless</p> <p>Whereas</p>