



Writing Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
TRANSCRIPTION	<p>30-50 Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.</p> <p>40-60 Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels, captions.</p> <p>Attempts to write short sentences in meaningful contexts.</p>	<p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</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.</p>	<p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Should be independently writing and using punctuation correctly.</p>	<p>Should be independently writing and using punctuation correctly.</p>

CONTEXTS FOR WRITING			<ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes 	<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. 	<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. 	<ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. 	<ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. To be able to write own from this.
PHONICS AND WHOLE WORD SPELLING	(see phonics progression document)	<ul style="list-style-type: none"> • words containing each of the 40+ phonemes taught • common exception words • the days of the week • name the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound 	<ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • distinguishing between homophones and near-homophones 	<ul style="list-style-type: none"> • spell further homophones (see spellings progression) 	<ul style="list-style-type: none"> • spell further homophones • spell words that are often misspelt 	<ul style="list-style-type: none"> • spell words that are often misspelt • spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. 	<ul style="list-style-type: none"> • spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically – know all previous learnt spellings and rules.

OTHER WORD BUILDING AND SPELLING		<ul style="list-style-type: none"> • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words • apply simple spelling rules and guidance from Appendix 1 	<ul style="list-style-type: none"> • learning the possessive apostrophe (singular) • learning to spell more words with contracted forms • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidelines from Appendix 1 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and meaning of words • use the first letters and alphabetical order of a word to check spelling, meaning or both of these in a dictionary.
SETTING	Talk about their own settings for a story.	Include a setting in their story.	Describe the setting using adjectives.	Describe the setting using adjectives and similes.	Describe the setting using more ambitious adjectives and similes.	Describe the setting using appropriate metaphors and simple personification.	Describe the setting implicitly e.g. extending the metaphor. Describe the setting implicitly throughout the text.
CHARACTER	Create a character for a story.	Write simple sentences to describe a character.	Begin to use simple adjectives to describe a character's appearance.	Develop characters using increasing detail.	Maintain the sense of the character throughout the story using description, including similes and what the character says.	Maintain the sense of the character throughout the story using description, including metaphor and personification and how the character responds to others.	Write implicitly to develop inferred characterisation Is able to reveal character through dialogue. Metaphor is extended throughout the text. Maintain inferred characterisation throughout the text justifying the use of appropriate stylistic devices.

PLOT	Create a story map to retell a familiar story using the main parts of the plot.	Write a story with a clear beginning and end.	Write a story with a clear beginning, middle and end.	Develop the plot following a story mountain.	Develop the plot using a story mountain starting a new paragraph for each section.	Develop the plot drawing upon prior knowledge of structure and using at least 1 paragraph for each section.	Develop the plot consistently maintaining pace and the theme throughout. Develop the central plot, introducing sub plots.
PERFORMING WRITING		<ul style="list-style-type: none"> • read their writing aloud clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> • read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
NON-FICTION	Explain whether their writing is fiction or non – fiction.	Use simple headings where appropriate.	Organise writing using simple subheadings.	Use complex subheadings e.g. subheadings as questions and bullet points to order information.	Organise the structure of nonfiction writing so that it sustains an appropriate layout.	Use a range of organisational and presentational devices to structure text and to guide the reader Eg. text boxes, arrows, captions.	Independently select the most appropriate organisational features for a range of texts drawing upon prior knowledge. Summarise and organise material and supporting ideas and arguments with any necessary factual detail.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">WRITING including grammar, vocabulary and punctuation</p>	<p>Write simple labels, phrases and sentences which can be read by themselves and others (phonetically plausible and using HFWs appropriately at relevant phase and with spaces between words).</p> <p>Begin to punctuate simple sentences using a capital letter and a full stop.</p> <p>Use a capital letter for their name and the personal pronoun 'I'.</p>	<p>Sequence sentences to form short narratives which show an understanding of sequencing.</p> <p>Join words and sentences using and.</p> <p>Begin to punctuate sentences using a capital letter and full stop, question mark or exclamation mark. Use a capital letter for names of people, places, the days of the week and personal pronoun 'I'.</p>	<p>Can use sentences with different forms: statement, question, exclamation, command.</p> <p>Correctly and consistently use verbs to indicate time, including verbs in the continuous form.</p> <p>Use subordination and coordination (when, if, that, because or, and, but).</p> <p>Punctuate using full stops, capital letters, question marks, commas for lists and apostrophes for contracted forms</p>	<p>Use simple sentence structures consistently applying adverbs and adjectives accurately.</p> <p>Use and punctuate direct speech.</p> <p>Use and understand the grammatical difference between plural and possessive 's'.</p> <p>Know and use all direct speech punctuation correctly Use commas after fronted adverbials.</p> <p>Use a colon to introduce a list.</p>	<p>Use simple and compound sentence structures consistently.</p> <p>Use Standard English verb forms accurately.</p> <p>Use expanded noun phrases and fronted adverbials.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use commas to clarify meaning (Eats, shoots and leaves).</p>	<p>Use complex sentence structures consistently.</p> <p>Use relative clauses, adverbs and modal verbs to demonstrate degrees of possibility and shades of meaning.</p> <p>Use ellipses accurately.</p> <p>Use semi-colon, Use semi-colon within a list.</p> <p>Use a colon and dash to mark the boundaries between independent clauses.</p> <p>Use hyphens to avoid ambiguity eg. man eating shark v maneating shark.</p>	<p>Use, understand and model to others different sentence structures to change and enhance meaning.</p> <p>Use passive, informal and formal speech and the subjunctive.</p> <p>Know, understand and use formal and informal registers appropriately.</p>
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				Link ideas in paragraph like structures e.g. using the appropriate choice of pronoun/noun to avoid repetition.	Organise ideas into paragraphs around a theme most of the time using connectives at the beginning of a sentence and beginning new paragraphs using adverbials (time, place, number).	Use paragraphing consistently. Develop ideas within and across paragraphs eg. using adverbials(time, place, number) or tense choices.	Consistently demonstrates obvious cohesion within and between paragraphs eg. using repetition of a word/phrase and grammatical connections eg. adverbials – on the other hand, in contrast, as a consequence. Demonstrate subtle cohesion within and between paragraphs e.g. inferring characterisation.
PLANNING		<ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it 	<ul style="list-style-type: none"> • planning or saying out loud what they are going to write about. 	<ul style="list-style-type: none"> • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structure. 	<ul style="list-style-type: none"> • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. 	<ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary 	<ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary

DRAFTING	<p>Use pictures to plan out a simple story.</p>	<ul style="list-style-type: none"> • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense. 	<ul style="list-style-type: none"> • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense. 	<ul style="list-style-type: none"> • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense. 	<ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices. 	<ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader. 	<ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader
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EVALUATE and EDIT	Talk to the teacher about what they have written.	Discuss what they have written with the teacher or other pupils, making direct references to specific parts of their writing. Re-read what is written to check that it makes sense.	Evaluate their writing with the teacher and other pupils, explaining their language choices Can proof read to check for missing full stops and capital letters. Re-read what is written to check that it makes sense and that the verb 'to be' is used accurately.	Peer assess using a given 'writing assessment framework'. Can proof-read for spelling and punctuation errors. Read aloud their own writing to a group /whole class and make the meaning clear.	Peer assess using key success criteria based upon examples of 'good' studied. Self-assess using key success criteria based upon examples of 'good' studied. Use appropriate intonation and control the tone and volume so that the meaning is clear when reading writing aloud.	Peer assess drawing upon prior knowledge of key success criteria. Self-assess drawing upon prior knowledge of key success criteria. Perform own compositions, using appropriate intonation, volume and movement so that the meaning is clear.	Peer assess using prior knowledge of rehearsed success criteria based upon everything that have been taught across the school. Amend the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness both independently and with a partner. Write longer passages maintaining the meaning. Write longer passages succinctly, maintaining the meaning.
VOCABULARY	ELG Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	<ul style="list-style-type: none"> leaving spaces between words joining words and joining clauses using "and". 	<ul style="list-style-type: none"> expanded noun phrases to describe and specify. 	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause (and place). 	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. 	<ul style="list-style-type: none"> use a thesaurus using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility. 	<ul style="list-style-type: none"> use a thesaurus using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility and extend writing.

GRAMMAR		<ul style="list-style-type: none"> • regular plural noun suffixes (-s, -es) • verb suffixes where root word is unchanged (-ing, -ed, -er) • un- prefix to change meaning of adjectives/adverbs • to combine words to make sentences, including using and • Sequencing sentences to form short narratives • separation of words with spaces • Sentence demarcation (. ! ?) • capital letters for names and pronoun 'I') 	<ul style="list-style-type: none"> • sentences with different forms: statement, question, exclamation, command • the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, or because) and coordination (using or, and, or but) • some features of written Standard English • suffixes to form new words (-ful, -er, -ness) • sentence demarcation • commas in lists • apostrophes for omission & singular possession 	<ul style="list-style-type: none"> • using the present perfect form of verbs in contrast to the past tense • form nouns using prefixes (super-, anti-) • use the correct form of 'a' or 'an' • word families based on common words (solve, solution, dissolve, insoluble) 	<ul style="list-style-type: none"> • using fronted adverbials • difference between plural and possessive -s • Standard English verb inflections (I did vs I done) • extended noun phrases, including with prepositions appropriate choice of pronoun or noun to create cohesion 	<ul style="list-style-type: none"> • using the perfect form of verbs to mark relationships of time and cause • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • converting or adjectives into verbs • verb prefixes <ul style="list-style-type: none"> • devices to build cohesion, including adverbials of time, place and number 	<ul style="list-style-type: none"> • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • differences in informal and formal language • synonyms & Antonyms • further cohesive devices such as grammatical connections and adverbials • use of ellipsis
PUNCTUATION	<p>Begin to punctuate simple sentences using a capital letter and a full stop.</p> <p>Use a capital letter for their name and the personal pronoun 'I'.</p>	<ul style="list-style-type: none"> • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) 	<ul style="list-style-type: none"> • using and punctuating direct speech (i.e. Inverted commas) 	<ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive apostrophe with singular and plural nouns • using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	<ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> • using hyphens to avoid ambiguity • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list punctuating bullet points consistently

HANDWRITING

<p>22-36 Shows a preference for a dominant hand.</p> <p>30-50 Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name.</p> <p>Shows a preference for a dominant hand.</p> <p>40-60 Begins to use anticlockwise movement and retrace vertical lines.</p> <p>Begins to form recognisable letters.</p> <p>Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p>ELG Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating</p>	<p>Understand which letters belong to which 'handwriting family'.</p> <p>Form lower case letters of the correct size relative to each other.</p> <p>Use space between words</p>	<p>Join letters and understand which letters, when adjacent to one another, are best left un-joined.</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>I am beginning to use some of the diagonal and horizontal strokes needed to join letters.</p>	<p>Consistently join all appropriate letters increasing the legibility.</p> <p>I use diagonal and horizontal strokes when joining my writing.</p> <p>My writing is neat, joined and legible.</p>	<p>I use diagonal and horizontal strokes when joining my writing.</p> <p>My writing is neat, joined and legible.</p> <p>Write ensuring that the down strokes of letters are parallel and equidistant; ascenders and descenders should not touch.</p>	<p>Write fluently and with increasing speed.</p> <p>I can choose which shape of a letter to use when given choices and decide whether or not to join specific letters.</p>	<p>Use appropriate standard of handwriting for quick notes, final drafts, diagrams, algebra, filling in forms etc.</p> <p>Have own fluent style of neat, legible and joined handwriting.</p>
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