

Writing Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Audience and Purpose	<ul style="list-style-type: none"> - talk about what they are going to write about - to orally rehearse their own words and sentences - write for different purposes, including captions, lists, speech bubbles and information - write simple phrases and sentences that can be read by others 	<ul style="list-style-type: none"> - discuss what they have written with the teacher or other pupils - read their writing aloud clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> - write narratives about personal experiences and those of others (real and fictional) - write about real events - write poetry - begin to understand that different purposes need different styles - evaluate their writing with the teacher and other pupils - read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> - with adult support, discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - begin to assess the effectiveness of their own and others' writing and suggest improvements - read their own writing aloud, to a group or the whole class, starting to use appropriate intonation and controlling the tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> - discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - assess the effectiveness of their own and others' writing and suggest improvements - 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"> - identify 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, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed - begin to assess the effectiveness of their own and others' writing - begin to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	<ul style="list-style-type: none"> - identify 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, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed - assess the effectiveness of their own and others' writing - confidently propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning, demonstrating assured and conscious control in their choices - perform their own compositions confidently, using appropriate intonation, volume, and movement so that meaning is clear - precis longer passages
Appropriate and effective	<ul style="list-style-type: none"> - begin to learn new words linked to a story or text - begin to use and apply words through speaking 	<ul style="list-style-type: none"> - select from a bank of vocabulary and apply to writing 	<ul style="list-style-type: none"> - write down ideas and/or key words, including new vocabulary 	<ul style="list-style-type: none"> - discuss and record ideas, with adult support - choose nouns or pronouns appropriately for clarity and 	<ul style="list-style-type: none"> - discuss and record ideas independently - choose appropriate choice of pronoun or noun to create cohesion 	<ul style="list-style-type: none"> - begin to note and develop initial ideas, drawing on reading and research where necessary 	<ul style="list-style-type: none"> - note and develop initial ideas, drawing on reading and research where necessary

<p>vocabulary choices</p>	<p>in groups, individually or through play - build word banks as part of a group - with adult support, select from a bank of vocabulary and apply to writing</p>		<p>- use expanded noun phrases to describe and specify</p>	<p>cohesion and to avoid repetition</p>		<p>- select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning - use a thesaurus - begin to use expanded noun phrases to convey complicated information concisely - begin to use modal verbs or adverbs to indicate degrees of possibility - in narratives, describe settings, characters and atmosphere and integrate dialogue to begin to convey character and advance the action</p>	<p>- confidently select appropriate and ambitious grammar and vocabulary, understanding how such choices can change and enhance meaning - use a thesaurus - use expanded noun phrases to convey complicated information concisely - use modal verbs or adverbs to indicate degrees of possibility - in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p>
<p>Logical sequence</p>	<p>- Recognise elements of a story: beginning, middle and end - Retell a familiar story</p>	<p>- say out loud what they are going to write about, with adult support - compose a sentence orally before writing it (say it, hold it, write it) - sequence sentences to form short narratives</p>	<p>- plan or say out loud what they are going to write about - encapsulate what they want to say, sentence by sentence</p>	<p>- begin to organise paragraphs around a theme - in narratives, create settings, characters and plot - in non-narrative material, begin to use simple organisational devices (headings & subheadings)</p>	<p>- organise paragraphs around a theme - in narratives, create settings, characters and plot - in non-narrative material, use simple organisational devices (headings & subheadings)</p>	<p>- use a wide range of devices to build cohesion within and across paragraphs - begin to use further organisational and presentational devices to structure text and to guide the reader</p>	<p>- confidently use a wide range of devices to build cohesion within and across paragraphs, making assured and deliberate choices - use further organisational and presentational devices to structure text and to guide the reader</p>

<p>Sentence construction and grammatical accuracy</p>	<ul style="list-style-type: none"> - discuss words or ideas linked to texts children have been learning about - use full sentences orally as part of everyday play, including caption phonic puzzles - write simple phrases and sentences that can be read by others - write for different purposes, including captions, lists, speech bubbles and information 	<ul style="list-style-type: none"> - begin to write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far - join words and joining clauses using "and" - re-read what they have written to check that it makes sense - 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 - separate words with spaces - sentence demarcation (. ! ?) - use capital letters for names and pronoun 'I') 	<ul style="list-style-type: none"> - write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far - reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proofread to check for errors in spelling, grammar and punctuation - use sentences with different forms: statement, question, exclamation, command - use the present and past tenses correctly and consistently including the progressive form - use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) - use some features of written Standard English - use suffixes to form new words (-ful, -er, -ness) - use sentence demarcation - use commas in lists - use apostrophes for omission & singular possession 	<ul style="list-style-type: none"> - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far - begin to compose and rehearse sentences orally (including dialogue), progressively building a varied & rich vocabulary & an increasing range of sentence structures - begin to extend range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - begin to use conjunctions, adverbs and prepositions to express time and cause (and place) - with adult or peer support, propose changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences - proofread for spelling and punctuation errors - use present perfect form of verbs in contrast to past tense - form nouns using prefixes -super-, anti- - use the correct form of 'a' or 'an' - create word families based on common words (solve, solution, dissolve, insoluble) 	<ul style="list-style-type: none"> - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far - compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures - extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although - use conjunctions, adverbs and prepositions to express time and cause (and place) - propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - proofread for spelling and punctuation errors - use fronted adverbials - understand the difference between plural and possessive -s - use standard English verb inflections (I did vs I done) - use extended noun phrases, including with prepositions 	<ul style="list-style-type: none"> - in most pieces, ensure the consistent and correct use of tense throughout a piece of writing - in most pieces, ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proofread for spelling and punctuation errors - begin to use the perfect form of verbs to mark relationships of time and cause - begin to use relative clauses beginning with who, which, where, when, whose, that - begin to convert nouns or adjectives into verbs - begin to use verb prefixes - begin to use devices to build cohesion, including adverbials of time, place and number - begin to use adverbs or modal verbs to indicate degrees of possibility 	<ul style="list-style-type: none"> - ensure the consistent and correct use of tense throughout a piece of writing - ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - proofread for spelling and punctuation errors - use the perfect form of verbs to mark relationships of time and cause - use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun - confidently convert nouns or adjectives into verbs - confidently use verb prefixes - confidently use devices to build cohesion, including adverbials of time, place and number - use adverbs or modal verbs to indicate degrees of possibility
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<p>Spelling</p>	<ul style="list-style-type: none"> - write some or all of their first name - begin to write initial sounds as captions for drawings - spell words by identifying the sounds and then representing the sounds with a letter or letters 	<ul style="list-style-type: none"> - spell words containing each of the 40+ phonemes taught - spell common exception words - spell the days of the week - name the letters of the alphabet in order - use letter names to distinguish between alternative spellings of the same sound - use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs - use the prefix un- - use -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"> - segment spoken words into phonemes and representing these by graphemes, spelling many correctly - learn 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 - learn to spell common exception words - distinguish between homophones and near-homophones - learn the possessive apostrophe (singular) - learn 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"> - spell further homophones - spell words that are often misspelt (Appendix 1) - 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"> - spell further homophones - spell words that are often misspelt (Appendix 1) - 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"> - 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, as listed in Appendix 1 - 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"> - 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, as listed in Appendix 1 - 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
<p>Punctuation</p>	<ul style="list-style-type: none"> - write short sentences with words with known sound- letter correspondences, using a capital letter and full stop, with adult support - begin to use capital letters, finger spaces and full stops in independent writing - write simple phrases and sentences that can be read by others 	<ul style="list-style-type: none"> - begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> - begin 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"> - use and punctuating direct speech (i.e. Inverted commas) 	<ul style="list-style-type: none"> - use commas after fronted adverbials - indicate possession by using the possessive apostrophe with singular and plural nouns - use and punctuate direct speech (including punctuation within and surrounding inverted commas) 		

<p>Handwriting</p>	<ul style="list-style-type: none"> - use a range of small tools competently and confidently - develop the foundations of a handwriting style which is fast, accurate and efficient - begin to use the tripod grip - hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases 	<ul style="list-style-type: none"> - sit correctly at a table, holding a pencil comfortably and correctly - begin to form lower-case letters in the correct direction, starting and finishing in the right place - form capital letters - form digits 0-9 - understand which letters belong to which handwriting 'families' and to practise these - leave spaces between words 	<ul style="list-style-type: none"> - form lower-case letters of the correct size relative to one another - start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined - write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters - use spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined - increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined - increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> - choose which shape of a letter to use when given choices and decide whether or not to join specific letters - choose the writing implement that is best suited for a task 	<ul style="list-style-type: none"> - choose which shape of a letter to use when given choices and decide whether or not to join specific letters - choose the writing implement that is best suited for a task
<p>Poetry Composition</p>	<p>ELG</p> <p>-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Annual Poetry Competition</p>	<p>Identify the features of shape and acrostic poems.</p> <p>Learn to appreciate poetry and rhyme and recite some by heart.</p> <p>Innovate a familiar poem, using the poetic devices studied.</p>	<p>Understand the rhythmic pattern of a Quatrain - AABB or ABAB.</p> <p>Innovate a familiar quatrain poem.</p>	<p>Identify the features of alliterative list poems.</p> <p>Compose alliterative sentences.</p> <p>Compose lines of poems and sequences of lines within the style of the poem studied.</p>	<p>Identify the difference between a metaphor and simile.</p> <p>Innovate a well-known simile and metaphor poem.</p> <p>Explore personification and use it within writing to add detail for the reader.</p>	<p>Explore a wide range of narrative poems.</p> <p>Identify the use of simile, metaphor and personification to add detail for the reader.</p> <p>Draw comparisons between different poetic devices and justify the use of each.</p> <p>Innovate a familiar narrative poem including personification, simile and metaphor, as appropriate</p>	<p>Explore English language and poetic devices.</p> <p>Innovate a familiar English Language poem</p>