

Writing Progression Document 2022 -2023

Composition:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Contexts for Writing	<ul style="list-style-type: none"> Writes own name and other things such as labels and captions (ELG) 	<ul style="list-style-type: none"> Sequencing sentences to form short narratives/reports. 	<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 Sequencing sentences to form short narratives/reports. 	<ul style="list-style-type: none"> Begins to plan their writing by 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"> Discusses 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"> Begins to plan the audience 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. 	<ul style="list-style-type: none"> Identifies and plans the audience for and purpose of the writing and selects the appropriate form for writing as a result of this 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.
Planning Writing	<ul style="list-style-type: none"> Ascribes meanings to marks that they see in different places (30 - 50 months) Compose a sentence orally before writing it. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence (ELG). 	<ul style="list-style-type: none"> Says out loud what they are going to write about Compose a sentence orally before writing it. 	<ul style="list-style-type: none"> Plans or says out loud what they are going to write about. Writes down ideas and/or key words, including new vocabulary encapsulating what they want to say sentence by sentence. 	<ul style="list-style-type: none"> Discusses and records ideas before writing. Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. 	<ul style="list-style-type: none"> Discusses and records ideas before writing. Compose and rehearse 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"> Note and develop initial ideas, drawing on reading and research where necessary.
Drafting Writing	<ul style="list-style-type: none"> Sometimes gives meaning to marks as they draw and paint (40 - 60 months) Begins to break the flow of speech into words (40 - 60 months) Attempts to write short sentences in meaningful sentences (40 - 60 months). Writes own name and other things such as labels and captions (ELG) Can write simple sentences that can be read by themselves and others (ELG) 	<ul style="list-style-type: none"> Sequence sentences to form short narratives. Re-reads what they have written to check that it makes sense. Separation of words with spaces. 	<ul style="list-style-type: none"> Re-reads their own work to check that it makes sense and that verbs are used in a consistent tense, including in the continuous form. In narratives, begin to create settings, characters and plot. 	<ul style="list-style-type: none"> Begins to organise paragraphs around a theme In narratives, begin to create settings, characters and plot of their own. In non-narrative material, begin to use simple organisational devices (headings & subheadings). choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> Organising paragraphs around a theme. In narratives, create settings, characters and plot In non-narrative material, use simple organisational devices. 	<ul style="list-style-type: none"> Selects appropriate grammar, vocabulary, and begins to understand how such choices can change and enhance meaning. In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Summarise longer passages in fewer words. Use a wide range of devices to build cohesion within and across paragraphs Use further organisational and presentational devices to structure text and to guide the reader. Ensures the consistent and correct use of tense throughout a piece of writing. Ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. 	<ul style="list-style-type: none"> Selects appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Sum up longer passages in fewer words. Ensures the consistent and correct use of tense and the correct subject and verb agreement when using singular and plural recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms and choosing the appropriate register throughout a piece of writing. using passive verbs to affect the presentation of information in a sentence.

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Composition:	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Editing Writing		<ul style="list-style-type: none"> • Discuss what they have written with the teacher or other students. 	<ul style="list-style-type: none"> • Proofreads to check for errors in spelling, grammar and punctuation, make simple additions, revisions and corrections by evaluating writing with other students or the teacher. 	<ul style="list-style-type: none"> • Begins to assess the effectiveness of their own and others' writing and suggests improvements. • Starts to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • Proofreads for spelling and punctuation errors with minimal prompting. • assessing the effectiveness of their own and others' writing and suggesting improvements. 	<ul style="list-style-type: none"> • Proofreads for spelling and punctuation errors without prompting assessing the effectiveness of their own and others' writing and suggesting improvements • Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • Proof-reads their own writing for spelling and punctuation errors without prompting. 	<ul style="list-style-type: none"> • Assess the effectiveness of their own and others' writing, beginning to propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Proof-read for spelling and punctuation errors. 	<ul style="list-style-type: none"> • Assesses the effectiveness of their own and others' writing and proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Proofreads for spelling and punctuation errors.
Performing Writing		<ul style="list-style-type: none"> • Reads 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 some appropriate intonation and with attempts to control the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • Reads 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"> • Performs their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> • Performs their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

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Transcription	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Hand-writing	<ul style="list-style-type: none"> Sometimes gives meaning to marks as they draw and paint (30-50 months) Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence (40-60 months) Simple sentences can be read by themselves and others (ELG) <p><u>Develop Gross Motor Skills:</u></p> <ul style="list-style-type: none"> Whole and large body movements. <p><u>Develop Fine Motor Skills:</u></p> <ul style="list-style-type: none"> Hand and finger play, making and modelling, messy play, using one-handed tools, art, hand responses to music. <p><u>Developing Patterns:</u></p> <p>Pattern Making, Investigating:</p> <ul style="list-style-type: none"> Dots Straight lines and crosses Circles Curves, loops and waves, joined straight lines and angled patterns Eights and spirals. <p>* Use RWI handwriting sentences for correct letter formation models.</p>	<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. <p><u>Practise:</u></p> <ul style="list-style-type: none"> dots, straight lines, crosses, waves, loops and bridges, joined straight lines, angled patterns, eights spirals, left to right orientation, mix of patterns, <p><u>Introduce:</u></p> <ul style="list-style-type: none"> long ladder letters: <i>l, i, t, u, j, y,</i> one armed robot letters: <i>r, b, n, h, m, k, p,</i> curly caterpillar letters: <i>c, a, d, o, s, g, q, e, f,</i> zig-zag monster letters: <i>z, v, w, x</i> <p><u>Revise:</u></p> <ul style="list-style-type: none"> All of the letter families. <p>* Use RWI handwriting sentences for correct letter formation models.</p>	<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. <p><u>Practise:</u></p> <ul style="list-style-type: none"> Diagonal joins; to ascenders and no ascender.. Horizontal joins with and without ascenders. <p><u>Introduce:</u></p> <ul style="list-style-type: none"> Diagonal and horizontal joins to letter e. Diagonal and horizontal joins to anti-clockwise letters. Mixed joins for three letters Joins to s Capitals <p><u>Revise:</u></p> <ul style="list-style-type: none"> Build on all the joins introduced and practise these. <i>ed</i> and <i>ing</i>. 	<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. <p><u>Practise:</u></p> <ul style="list-style-type: none"> Joining through a word in stages: no ascenders or descenders and parallel ascenders. <p><u>Introduce:</u></p> <ul style="list-style-type: none"> Joining from s. Joining from r. Break letters: <i>g, j, y, f, b, p, x, z</i> Joining to f and joining from f. <i>ff, rr, ss, qu</i> <p><u>Revise:</u></p> <ul style="list-style-type: none"> Parallel ascenders and descenders. Joins: <i>letter spacing, spacing between words, consistency of size, fluency, parallel ascenders and descenders, from r to an anticlockwise letter, break letters, capital letters.</i> 	<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. <p><u>Practise:</u></p> <ul style="list-style-type: none"> Writing at speed. Spacing between letters and words. Size of letters. Relative size of capitals <p><u>Introduce:</u></p> <ul style="list-style-type: none"> Diagonal join from p and b: <ul style="list-style-type: none"> to ascender no ascender to an anticlockwise letter. <p><u>Revise:</u></p> <ul style="list-style-type: none"> Parallel ascenders and descenders: <i>bb, pp.</i> Break letters: <i>x, z</i> Speed and fluency: writing longer words Print alphabet and capital letters:: presentation. 	<ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task <p><u>Introduce:</u></p> <ul style="list-style-type: none"> Sloped writing in letter families. <p><u>Practise:</u></p> <ul style="list-style-type: none"> Sloped writing: <ul style="list-style-type: none"> diagonal joins horizontal joins Joining from r and s proportion size Purpose Speed and legibility Proportion and spacing Decorative alphabets P and b Parallel downstrokes Double letters Fluency Personal style 	<ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. choosing the writing implement that is best suited for a task <p><u>Introduce:</u></p> <ul style="list-style-type: none"> Style for speed: <ul style="list-style-type: none"> Crossbar join from t Looping from g Looping from j and y Looping from f Different joins to s Looping from b Joining from v,w, x and z <p><u>Practise:</u></p> <ul style="list-style-type: none"> Improving Handwriting: <ul style="list-style-type: none"> Importance of consistent sizing, proportion, spacing of parallel ascenders and descenders, Handwriting for different purposes: <ul style="list-style-type: none"> Annotations, fast-joined and print letters, note making, neat writing, neat writing, presentation, decorated capitals, layout.
Phonic & Whole word spelling	<ul style="list-style-type: none"> Hears and says the initial sounds in words (40-60 months). Can segment the sounds in simple words and blend them together (40-60 months). Links sounds to letters, naming and sounding the letters of the alphabet. (40-60 months) 	<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 uses 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 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. 	<ul style="list-style-type: none"> Spell further homophones Spell words that are often misspelt (Appendix 1) Know some word families based on common words and how words are linked by form and meaning (e.g. solve, solution, solver, dissolve, insoluble.) 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) 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 the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary and/or thesaurus. 	<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 the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus.

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V,G,P	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar Word - building spelling	<ul style="list-style-type: none"> Children use phonic knowledge to write words to match their spoken words (ELG). Some words are spelt correctly and others are phonetically plausible (ELG). Can write some common exception words (phase 2) (ELG). 	<ul style="list-style-type: none"> Regular plural noun suffixes and the third person singular marker for verbs (-s, -es). Verb suffixes where root word is unchanged (-ing, -ed, -er). Un- prefix to change the meaning of adjectives/adverbs/verbs. apply simple spelling rules and guidance from Appendix 1. write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> Form nouns using suffixes such as -ness, -er, and by compounding e.g. <i>superman</i> Form adjectives using suffixes such as -ful, -less (see Appendix 1). Use of suffixes - er, -est, in adjectives and the use of -ly in standard English to turn adjectives into adverbs. Learn to spell more words with contracted forms apply spelling rules and guidelines from Appendix 1. write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> Use a range of prefixes to make new nouns (super -anti-, and auto- prefixes). Use further suffixes: understanding how to add them. Use the forms <i>a</i> or <i>an</i> according to whether the next word begins with a vowel. write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> Understands the grammatical difference between plural and possessive -s. Understands the standard English verb inflections instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i> or <i>I did</i> instead of <i>I done</i>). use further prefixes and suffixes and understand how to add them spell further homophones spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> Convert nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify) and verb prefixes (e.g. <i>dis-</i>, <i>de-</i>, <i>mis-</i>, <i>over-</i> and <i>re-</i>). 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. 	<ul style="list-style-type: none"> Understand the difference between the vocabulary typical of informal speech. Understand the terms 'synonym' and 'antonym' and use them to show how words are related by meaning. 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.
Grammar Sentence	<ul style="list-style-type: none"> Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. 	<ul style="list-style-type: none"> How words can combine to make sentences. Join words and clauses using 'and' 	<ul style="list-style-type: none"> Subordination (using when, if, that, because) and coordination (using or, and, but). Expanded noun phrase for description and specification (plain flour, the blue butterfly) How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. sentences with different forms: statement, question, exclamation, command 	<ul style="list-style-type: none"> Express time, place and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore) or prepositions (e.g. before, after, during, in). 	<ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. <i>the teacher</i> expanded to <i>the strict maths teacher with curly hair</i>). Use fronted adverbials. Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although 	<ul style="list-style-type: none"> Use relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun. Indicate degrees of possibility using adverbs (e.g. <i>perhaps</i>, <i>surely</i>) or modal verbs (e.g. <i>might</i>, <i>should</i>, <i>will</i>, <i>must</i>). Use expanded noun phrases to convey complicated information concisely. Use modal verbs or adverbs to indicate degrees of possibility. 	<ul style="list-style-type: none"> Use the passive tense (voice) to affect the presentation of information in a sentence. using the perfect form of verbs to mark relationships of time and cause Understand the differences between structures typical of formal speech and the structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i> Or the use of subjunctive forms such as <i>I were</i> or <i>were they</i> to come in some very formal writing and speech). Further cohesive devices such as grammatical connections and adverbials.
Grammar Text	<ul style="list-style-type: none"> Write simple phrases and sentences that can be read by others.(ELG) 	<ul style="list-style-type: none"> Sequencing sentences to form short narratives. 	<ul style="list-style-type: none"> Correct choice and consistent use of present tense and past tense throughout writing. Use of progressive forms of verbs in the present and past tense to mark actions in progress.) some features of written Standard English 	<ul style="list-style-type: none"> Introduction to paragraphs as a way to group related material and start to use these in their own work. Headings and subheadings to aid presentations. Use of present perfect form of verbs instead of simple past (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>). 	<ul style="list-style-type: none"> Use paragraphs to organise ideas around a theme. Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition. 	<ul style="list-style-type: none"> Uses devices to build cohesion within a paragraph (e.g. <i>then</i>, <i>after</i>, <i>that</i>, <i>this</i>, <i>firstly</i>). Link ideas across paragraphs using adverbials of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>), number (e.g. <i>secondly</i>) and tense choice (e.g. <i>he had seen her before</i>). using the perfect form of verbs to mark relationships of time and cause 	<ul style="list-style-type: none"> Links ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrase, grammatical connections (e.g. the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>) and ellipsis. Layout devices such as headings, sub-headings, columns, bullets, tables, to structure text. Use further organisational and presentational devices to structure text and to guide the reader.

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V,G,P	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Punctua- tion (edited to reflect content in Appendix 2)	<ul style="list-style-type: none"> • Write short sentences with words with known letter-sound correspondences beginning to use a capital letter and full stop. 	<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' • sentence demarcation (. ! ?) • capital letters for names and 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) • sentence demarcation • commas in lists • apostrophes for omission & singular possession 	<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 • use of ellipsis
Gramm- atical Termino- logy	letter, capital letter, word, sentence punctuation, full stop	letter, capital letter, word, singular, plural , sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points