



Progression in Writing

Knowledge and skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence Construction	<p><u>30-50 months</u></p> <ul style="list-style-type: none"> -To begin to understand 'why' and 'how' questions. -To question why things happen and gives explanations and asks questions. -To use a range of tenses in speech. <p><u>ELG</u></p> <ul style="list-style-type: none"> -To answer 'how' and 'why' questions about their experiences and in response to stories and events. -To use past, present and future forms accurately when talking about events that have happened or are to happen in the future. -To write simple sentences which can be read by 	<ul style="list-style-type: none"> -To use simple sentence structure. 	<ul style="list-style-type: none"> -To use the present tense and the past tense mostly correctly and consistently. -To form sentences with different forms: statement, question, exclamation, command. -To use some features of written Standard English. 	<ul style="list-style-type: none"> -To maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. -To use 'a' or 'an' correctly throughout a piece of writing. 	<ul style="list-style-type: none"> -To always maintain an accurate tense throughout a piece of writing. -To always use Standard English verb reflections accurately. 	<ul style="list-style-type: none"> -To use a range of adverbs and modal verbs to indicate degrees of possibility. -To ensure the consistent and correct use of tense throughout all pieces of writing. 	<ul style="list-style-type: none"> -To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.



	themselves and others.						
Transcription		-Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	-Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	-Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	-Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		
Handwriting	<p><u>30-50 months</u></p> <ul style="list-style-type: none"> -To sometimes give meaning to marks as they draw and paint. -To realise tools can be used for a purpose. -To draw lines and circles using gross motor movements. -To use one-handed tools and equipment. To hold a pencil between thumb and two fingers, 	<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 	<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 	<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"> -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 	<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>no longer using whole-hand grasp. -To hold a pencil near point between first two fingers and thumb, and uses it with good control. -To copy some letters. <u>40-60 months</u> -To give meaning to marks they make as they draw, write and paint. -To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. -To show preference for a dominant hand. -To begin to use anticlockwise movement and retrace vertical lines. -To begin to form recognisable letters.</p>	<p>-Understand which letters belong to which handwriting 'families' and to practise these</p>	<p>size, orientation and relationship to one another and to lower-case letters -Use spacing between words that reflects the size of the letters.</p>				
--	--	---	---	--	--	--	--



	<p>-To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p> <p><u>ELG</u></p> <p>-To show good control and co-ordination in large and small movements.</p> <p>-To move confidently in a range of ways, safely negotiating space.</p> <p>-To handle equipment and tools effectively, including pencils for writing.</p> <p>-</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 	<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 	<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



			-Writing for different purposes			authors have developed characters and settings in what pupils have read, listened to or seen performed	authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning Writing	<p><u>30-50 months</u></p> <ul style="list-style-type: none"> -To speak to retell a simple past event in correct order. -To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. 	<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 structures 	<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 writing	<p><u>30-50 months</u></p> <ul style="list-style-type: none"> -To use talk in pretending that objects stand for something else in play. -To engage in imaginative role play based on own first-hand experiences. -To build stories around toys. -To capture experiences and 	<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"> -Writing down ideas and/or key words, including new vocabulary -Encapsulating what they want to say, sentence by sentence 	<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 (headings & subheadings) 	<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 (headings & subheadings) 	<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 	<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



	<p>responses with a range of media, such as music, dance and paint and other materials or words.</p> <p><u>40-60 months</u></p> <ul style="list-style-type: none"> -To link statements and sticks to a main theme or intention. -To use talk to organise, sequence and clarify thinking ideas, feelings and events. -To introduce a storyline or narrative into play. <p>To write own name and other things such as labels and captions.</p> <ul style="list-style-type: none"> -To attempt to write short sentences in meaningful contexts. <p><u>ELG</u></p> <ul style="list-style-type: none"> -To develop their own narratives and explanations. 					<p>character and advance the action</p> <ul style="list-style-type: none"> -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 	<p>and advance the action</p> <ul style="list-style-type: none"> -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
--	---	--	--	--	--	---	---



	<p>by connecting ideas or events. -To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>						
<p>Editing writing</p>		<ul style="list-style-type: none"> -Discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> -Evaluating their writing with the teacher and other pupils -Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form -Proofreading to check for errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> -Assessing the effectiveness of their own and others' writing and suggesting improvements- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences -Proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> -Assessing the effectiveness of their own and others' writing and suggesting improvements -Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences -Proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> -Assessing the effectiveness of their own and others' writing -Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -Ensuring the consistent and correct use of tense throughout a piece of writing -Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the 	<ul style="list-style-type: none"> -Assessing the effectiveness of their own and others' writing -Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning -Ensuring the consistent and correct use of tense throughout a piece of writing -Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and



						language of speech and writing and choosing the appropriate register -Proofread for spelling and punctuation errors	choosing the appropriate register -Proofread for spelling and punctuation errors
Performing writing	<u>40-60 months</u> -To play cooperatively as part of a group to develop and act out a narrative. <u>ELG</u> -To express themselves effectively, showing awareness of listeners' needs.	-Read their writing aloud clearly enough to be heard by their peers and the teacher.	-Read aloud what they have written with appropriate intonation to make the meaning clear	-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.	-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.	-Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	-Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	<u>30-50 months</u> -To begin to use more complex sentences to link thoughts when speaking. -To use vocabulary focused on objects and people that are of particular importance to them. -To build up vocabulary that reflects the breadth	-Leaving spaces between words -Joining words and joining clauses using "and"	-Expanded noun phrases to describe and specify	-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	-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	-Use a thesaurus -Using expanded noun phrases to convey complicated information concisely -Using modal verbs or adverbs to indicate degrees of possibility	-Use a thesaurus -Using expanded noun phrases to convey complicated information concisely -Using modal verbs or adverbs to indicate degrees of possibility



	<p>of their experiences.</p> <p><u>40-60 months</u></p> <ul style="list-style-type: none"> -To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. -To use language to imagine and recreate roles and experiences in play situations. 			<ul style="list-style-type: none"> -Using conjunctions, adverbs and prepositions to express time and cause (and place) 	<p>prepositions to express time and cause (and place)</p>		
--	--	--	--	---	---	--	--