



## Writing Progression of skills

EYFS						
Planning writing and editing	<p>-To know many rhymes, talk about familiar books, and be able to tell a long story. -To engage in extended conversations about stories, learning new vocabulary. -To use some of their print and letter knowledge in their early writing eg writing a shopping list that starts at the top of the page; write 'm' for mummy. -To write some or all of their name. -To write some letters accurately. -To begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc. -To learn new vocabulary and articulate their ideas and thoughts in well-formed sentences. -To describe events in some detail. -To use talk to help work out problems and organise thinking and activities. To explain how things, work and why they might happen. -To listen to and talk about stories to build familiarity and understanding. -To retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. -To use new vocabulary in different contexts. -To write short sentences with words with known letter sound correspondences using a capital letter and a full stop. -To re-read what they have written to check it makes sense. -To develop storylines in their pretend play. -To write simple phrases and sentences that can be read by others. -To invent, adapt and recount narratives and stories with peers and teachers.</p>					
Awareness of audience Purpose and structure	<p>-To use a wider range of vocabulary and be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. -To start a conversation with an adult or a friend and continue it for many turns. -To use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." -To learn new vocabulary and use it throughout the day. -To describe events in some detail. -To use talk to help work out problems and organise thinking and activities. -To explain how things work and why they might happen. -To develop social phrases and use new vocabulary in different contexts. -To participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. -To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. -To express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning writing and editing	<p>-To say out loud what they are going to write about. -To compose a sentence orally before writing it. -To sequence sentences to form short narratives. -To discuss what they have written with the teacher or other pupils. -To reread their writing to check that it makes sense and to independently begin to make changes. -To read their writing aloud clearly enough to be heard by their peers and the teacher. -To use adjectives to describe.</p>	<p>-To write narratives about personal experiences and those of others (real and fictional). -To write about real events. -To write simple poetry. -To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary to encapsulate what they want to say, sentence by sentence. -To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. -To reread to check that their writing makes sense and that the correct tense is used throughout. -To proof-read to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>	<p>-To begin to use ideas from their own reading and modelled examples to plan their writing. -To proof-read their own and others' work to check for errors (with increasing accuracy) and to make improvements. -To begin to organise their writing into paragraphs around a theme. -To compose and rehearse sentences orally(including dialogue).</p>	<p>-To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. -To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. -To proof-read consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>	<p>-To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. -To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. -To proof-read work to précis longer passages by removing unnecessary repetition or irrelevant details. -To consistently link ideas across paragraphs. -To proof-read their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements to spelling and punctuation. -To ensure the consistent and correct use of tense throughout a piece of writing -To 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>-To note down and develop initial ideas, drawing on reading and research where necessary. -To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). - To use a wide range of devices to build cohesion within and across paragraphs. -To habitually proof-read for spelling and punctuation errors. -To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. -To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>
Awareness of audience Purpose and structure	<p>-To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. -To start to engage readers by using adjectives to describe</p>	<p>-To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. -To use new vocabulary from their reading, their discussions about it (one to-one and as a whole class) and from their wider experiences. -To read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>-To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. -To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p>	<p>-To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). -To write a range of narratives that are well structured and well-paced. - To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p>	<p>-To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. -To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.</p>	<p>-To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). -To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p>



			<ul style="list-style-type: none"> <li>-To make deliberate ambitious word choices to add detail.</li> <li>-To begin to create settings, characters and plot in narratives.</li> </ul>	<ul style="list-style-type: none"> <li>-To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>-To regularly use dialogue to convey a character and to advance the action.</li> <li>-To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>-To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</li> </ul>
<b>Grammar</b>						
<b>Grammar-Word</b>	<ul style="list-style-type: none"> <li>-Use regular plural noun suffixes -s and -es, including the effects of these on the meaning of the noun.</li> <li>-Add suffixes to verbs where no change is needed to the root (helping) change the meaning of verbs and adjectives by adding prefix un.</li> </ul>	<ul style="list-style-type: none"> <li>-To form nouns using suffixes such as -ness, -er and by compounding</li> <li>Form adjectives using suffixes such as -ful, -less Use the suffixes -er, -est in adjectives and use -ly in Standard English to turn adjectives into adverbs</li> <li>-To use some features of standard English.</li> </ul>	<ul style="list-style-type: none"> <li>-To form nouns with a range of prefixes [super-, anti-, auto-]</li> <li>-Use a or an according to whether the next word begins with a vowel or consonant word families based on common words, showing how words are related in form and meaning.</li> </ul>	<ul style="list-style-type: none"> <li>-To recognise the grammatical difference between plural and possessive -s</li> <li>-Use standard English forms for verb inflections instead of local spoken forms.</li> </ul>	<ul style="list-style-type: none"> <li>-To convert nouns or adjectives into verbs using suffixes [-ate; -ise; -ify]</li> <li>-To use verb prefixes [dis-, de-, mis-, over- and re-].</li> </ul>	<ul style="list-style-type: none"> <li>-To recognise vocabulary and structures for formal speech and writing, including subjunctive forms introduce subject and object.</li> <li>-The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter]</li> <li>-How words are related by meaning as synonyms and antonyms [for example, big, large, little].</li> </ul>
<b>Grammar Sentence - Cohesion Detail</b>	<ul style="list-style-type: none"> <li>-To write expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon].</li> </ul>			<ul style="list-style-type: none"> <li>-To write expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases.</li> </ul>	<ul style="list-style-type: none"> <li>-To ensure parenthesis is used correctly and accurately for relative clauses.</li> <li>To use expanded noun phrases to convey complicated information concisely.</li> <li>-To use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</li> </ul>	<ul style="list-style-type: none"> <li>-To use the passive to affect the presentation of information in a sentence.</li> <li>-To know the difference between structures typical of informal speech and structures appropriate for formal speech and writing.</li> <li>-To use subjunctive forms.</li> <li>-To use expanded noun phrases to convey complicated information concisely Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.</li> </ul>
<b>Grammar sentence - Cohesion Varying sentence types</b>	<ul style="list-style-type: none"> <li>-To combine words to make sentences.</li> <li>-To leave spaces between words.</li> <li>-To join words and clauses using and sequence sentences to form short narratives.</li> </ul>	<ul style="list-style-type: none"> <li>-To use subordination (using when, if, that, because) and co-ordination (using or, and, but), followed by a comma.</li> <li>-To write sentences with different forms: Statement, question, exclamation or command.</li> </ul>	<ul style="list-style-type: none"> <li>-To express time, place and cause using conjunctions, followed by a comma [when, before, after, while, so, because] adverbs, followed by a comma [then, next, soon, therefore] prepositions [before, after, during, in, because of].</li> </ul>	<ul style="list-style-type: none"> <li>-To extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>-To express time, place and cause using conjunctions, followed by a comma [when, before, after, while, so, because].</li> </ul>	<ul style="list-style-type: none"> <li>-To ensure the correct use of commas for a subordinate clauses at the start of a sentence.</li> </ul>	<ul style="list-style-type: none"> <li>- To use subjunctive forms such as If I were or were they to come in some very formal writing and speech. -To use of subordinate clauses and relative clauses.</li> <li>-To ensure the correct use of commas for a subordinate clauses at the start of a sentence.</li> </ul>
<b>Grammar Cohesion - Paragraphs</b>			<ul style="list-style-type: none"> <li>-To begin to group related ideas into paragraphs Use headings and sub-headings to aid presentation.</li> </ul>	<ul style="list-style-type: none"> <li>-To use paragraphs to organise ideas around a theme.</li> <li>-To use fronted adverbials, followed by a comma.</li> <li>-To choose appropriate pronouns or nouns within and across sentences for clarity and cohesion and to avoid repetition.</li> </ul>	<ul style="list-style-type: none"> <li>-To use devices to build cohesion within a paragraph linking ideas across paragraphs using adverbials of time, place and number or tense choices.</li> <li>-To use a wide range of devices to include fronted adverbials, pronouns or nouns to and avoid repetition.</li> </ul>	<ul style="list-style-type: none"> <li>-To use layout devices.</li> <li>-To link ideas across paragraphs using a wider range of cohesive devices [for example, repetition, adverbials, ellipsis]</li> <li>-To recap on using a wide range of devices to include fronted adverbials, pronouns or nouns to and avoid repetition.</li> </ul>



Grammar Cohesion - Tenses		-To use the correct choice and consistent use of present tense and past tense including the progressive form, throughout writing.	-To use the present perfect form of verbs instead of the simple past.	-To use the present perfect form of verbs instead of the simple past.	-To use modal verbs or adverbs to indicate degrees of possibility.	-To use the perfect form of verbs to mark relationships of time and cause. -To use modal verbs or adverbs to indicate degrees of possibility.
Grammar - Punctuation	-To use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. -To punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.	-To use capital letters, full stops, question marks and exclamation marks to demarcate sentences. -To use commas to separate items in a list. -To use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.	-To use inverted commas to punctuate direct speech.	-To punctuate direct speech accurately. -To use commas after fronted adverbials Indicate apostrophes to mark plural possession. -To use inverted commas and other punctuation to indicate direct speech.	-To use commas to clarify meaning or avoid ambiguity Use the semi-colon, colon and dash to mark the boundary between independent clauses. -To use the colon to introduce a list and use semi-colons within lists. -To punctuate bullet points consistently. -To use hyphens to avoid ambiguity. -To punctuate direct speech accurately. -To use brackets, dashes or commas to indicate parenthesis.	-To use commas to clarify meaning or avoid ambiguity -To use the semi-colon, colon and dash to mark the boundary between independent clauses. -To use the colon to introduce a list and use semi-colons within lists. -To punctuate bullet points consistently. -To use hyphens to avoid ambiguity. -To revise how to punctuate direct speech accurately. -To revise use of brackets, dashes or commas to indicate parenthesis Uses of ellipsis.
Terminology	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, suffix, prefix, verb, adjective, noun, question, exclamation, command, tense, comma.	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma.	preposition, conjunction, word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks').	Pronoun, possessive pronoun, adverbial, determiner.	modal verb, relative pronoun, relative clause parenthesis, bracket, dash cohesion, ambiguity, determiner, article.	subject, object active, passive synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, determiner, article.
<b>Spelling</b>						
Spelling	-To segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. -To spell many of the Year 1 and Year 2 common exception words.	-To segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. -To spell many common exception words.	-To spell some words correctly from the Y3/4 statutory spelling word list. -To spell many words with prefixes and suffixes correctly <i>dis-</i> , <i>re-</i> , <i>mis-</i> , <i>sub-</i> , <i>-ful</i> , <i>-less</i> , <i>ly</i> , <i>-ment</i> , <i>-ness</i> . -To spell some common homophones correctly.	-To spell most words correctly from the Y3/4 statutory spelling word list -To spell many words with prefixes and suffixes correctly <i>il-</i> , <i>auto-</i> , <i>super-</i> , <i>inter-</i> , <i>anti-</i> , <i>-ation</i> , <i>-ous</i> . -To spell common homophones correctly -To spell many Y3/4 homophones correctly	-To spell most words correctly from the Year 3/4 statutory word list. -To spell some words correctly from the Year 5/6 statutory word list. -To use a dictionary to check the spelling of uncommon or more ambitious vocabulary. -To spell some words with the i: sound spelt ei after c. -To spell some words containing the letter-string ough correctly. -To spell some words with prefixes and suffixes correctly. -To spell common homophones correctly. -To spell some Year 5/6 homophones correctly.	- To spell correctly most words from the year 5 / year 6 spelling list. -To use a dictionary to check the spelling of uncommon or more ambitious vocabulary.