



# Writing Progression Document



	Reception	Year One	Year Two	End of Key Stage Expectations
Writing	<p><b>Within the Reception year:</b></p> <ul style="list-style-type: none"> <li>Spell words by identifying the sounds and then writing the sound with the letter/s.</li> <li>Write short sentences with words with known letter sound correspondences using a capital letter and a full stop.</li> <li>Re-read what they have written to check that it makes sense.</li> <li>Form lower case and capital letters correctly.</li> </ul> <p><b>Early Learning Goals:</b></p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying the sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>	<ul style="list-style-type: none"> <li>Spell words containing each of the 40+ phonemes taught.</li> <li>Spell common exception words.</li> <li>Spell the days of the week.</li> <li>Name the letters of the alphabet: naming the letters of the alphabet in order.</li> <li>Using letter names to distinguish between alternative spellings of the same sound.</li> </ul>	<ul style="list-style-type: none"> <li>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</li> <li>Spell phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones.</li> <li>Spell common exception words.</li> <li>Spell more words with contracted forms.</li> <li>Learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>Distinguish between homophones and near-homophones.</li> </ul>	<p><b>Age Related Expectation:</b></p> <p>After discussion with the teacher the children can:</p> <ul style="list-style-type: none"> <li>write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>write about real events, recording these simply and clearly.</li> <li>demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</li> <li>use present and past tense mostly correctly and consistently</li> <li>use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</li> </ul>
Add prefixes and suffixes		<ul style="list-style-type: none"> <li>Use the spelling rule for adding -s or -es as the plural marker for</li> </ul>	<ul style="list-style-type: none"> <li>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly apply spelling rules and guidance, as</li> </ul>	<ul style="list-style-type: none"> <li>segment spoken words into phonemes and represent these</li> </ul>



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		<p>nouns and the third person singular marker for verbs.</p> <ul style="list-style-type: none"> <li>• Use the prefix un-</li> <li>• Use -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>• Apply simple spelling rules and guidance, as listed in English Appendix 1 – National Curriculum</li> </ul>	<p>listed in English Appendix 1 – National Curriculum</p>	<p>by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</p> <ul style="list-style-type: none"> <li>• spell many common exception words (see English National Curriculum)</li> <li>• form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> </ul>
<b>Transcription</b>	<ul style="list-style-type: none"> <li>• Write simple sentences dictated by the teacher that include words using the GPCs and tricky words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>• use spacing between words that reflects the size of the letters.</li> </ul>
<b>Handwriting</b>	<p><b>Within the Reception year:</b></p> <ul style="list-style-type: none"> <li>• Develop their small motor skills so they can use a pencil for drawing and writing.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>	<ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>• Begin to form lower-case letters in correct direction, starting / finishing in right place.</li> <li>• Form capital letters and form digits 0-9.</li> <li>• Understand which letters belong to which handwriting 'families' and to practise these (curly caterpillar,</li> </ul>	<ul style="list-style-type: none"> <li>• Form lower-case letters of the correct size relative to one another</li> <li>• 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 un-joined.</li> <li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> </ul>	



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	<p><b>Early Learning Goals:</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> </ul>	<p>long ladder, one armed robot and zig zag zebra)</p>	<ul style="list-style-type: none"> <li>• Use spacing between words that reflects the size of the letters</li> </ul>	<p><b>Children working at the greater depth standard can (after discussion with the teacher):</b></p> <ul style="list-style-type: none"> <li>• write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.</li> <li>• make simple additions, revisions and proof-reading corrections to their own writing.</li> <li>• use the punctuation taught at key stage 1 mostly correctly.</li> <li>• spell most common exception words (see English National Curriculum).</li> <li>• add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly).</li> <li>• use the diagonal and horizontal strokes needed to join some letters.</li> </ul>
<p><b>Composition</b></p>	<ul style="list-style-type: none"> <li>• Begin to write sentences by saying out loud what they are going to write about.</li> </ul>	<ul style="list-style-type: none"> <li>• Write sentences by sequencing sentences to form short narratives (Five Sentences minimum).</li> <li>• Write sentences by saying out loud what they are going to write about.</li> <li>• Compose a sentence orally before writing it.</li> <li>• Re-read what they have written to check that it makes sense.</li> <li>• Discuss what they have written with the teacher or other pupils.</li> <li>• Read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Write narratives about personal experiences and those of others (real and fictional).</li> <li>• Write about real events.</li> <li>• Write poetry.</li> <li>• Write for different purposes.</li> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>• Planning or saying out loud what they are going to write about.</li> <li>• Writing down ideas and/or key words, including new vocabulary.</li> <li>• Encapsulating what they want to say, sentence by sentence.</li> <li>• Evaluate their writing with the teacher and other pupils.</li> <li>• Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and</li> </ul>	



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			<p>consistently, including verbs in the continuous form.</p> <ul style="list-style-type: none"><li>• Proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].</li><li>• Read aloud what they have written with appropriate intonation to make the meaning clear.</li></ul>	
Vocabulary, Grammar and Punctuation		<ul style="list-style-type: none"><li>• Leave spaces between words.</li><li>• Join words and clauses using 'and'</li><li>• Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li><li>• Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</li><li>• Learn the grammar for Year One in English Appendix 2 – National Curriculum.</li><li>• Use the grammatical terminology in English Appendix 2 and use in their writing.</li></ul>	<ul style="list-style-type: none"><li>• Write sentences including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</li><li>• Write sentences with different forms: statement, question, exclamation, command.</li><li>• Expanded noun phrases to describe and specify [for example, the blue butterfly].</li><li>• The present and past tenses correctly and consistently including the progressive form</li><li>• Subordination (when, if, that, or because) and co-ordination (or, and, or but)</li><li>• Some features of written Standard English</li></ul>	



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			<ul style="list-style-type: none"> <li>Use and understand the grammatical terminology for Year Two in English Appendix 2.</li> </ul>	
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	Year Three	Year Four	Year Five	Year Six	End of Key Stage Expectations
<b>Writing (Spelling)</b>	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them.</li> <li>Spell further homophones.</li> <li>Spell words that are often misspelt (see English Appendix 1).</li> <li>Use the first two or three letters of a word to check its spelling in a dictionary</li> </ul>	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand the guidance for adding them.</li> <li>Spell some words with 'silent' letters [for example, knight, psalm, solemn].</li> <li>Continue to distinguish between homophones and other words which are often confused.</li> <li>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.</li> </ul>	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand the guidance for adding them (Appendix 1 – National Curriculum).</li> <li>Spell some words with silent letters (e.g. knight, psalm, solemn)</li> <li>Continue to distinguish between homophones and other words which are often confused.</li> <li>Use dictionaries to check the spelling and meaning of words and use a thesaurus.</li> <li>Use the first three or four letters of a word to check spelling,</li> </ul>	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand the guidance for adding them.</li> <li>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</li> <li>Continue to distinguish between homophones and other words which are often confused.</li> <li>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 – National Curriculum.</li> </ul>	<p style="text-align: center; color: red;"><b>Age Related Expectation:</b></p> <ul style="list-style-type: none"> <li>write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).</li> <li>in narratives, describe settings, characters and atmosphere.</li> <li>integrate dialogue in narratives to convey character and advance the action.</li> <li>select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (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>



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		<ul style="list-style-type: none"> <li>• Use dictionaries to check the spelling and meaning of words.</li> <li>• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>• Use a thesaurus.</li> </ul>	<p>meaning or both of these in a dictionary</p>	<ul style="list-style-type: none"> <li>• Use dictionaries to check the spelling and meaning of words.</li> <li>• Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>• Use a thesaurus.</li> </ul>	<ul style="list-style-type: none"> <li>• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</li> <li>• use verb tenses consistently and correctly throughout their writing.</li> <li>• use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</li> <li>• spell correctly most words from the year 5 / year 6 spelling list.</li> <li>• use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</li> <li>• maintain legibility in joined handwriting when writing at speed.</li> </ul>
<p><b>Handwriting</b></p>	<ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes that are needed to join letters.</li> <li>• Increase the legibility, consistency and quality of their handwriting (by ensuring that the downstrokes of letters are parallel and equidistant).</li> </ul>	<ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</li> <li>• Increase legibility, consistency and quality of handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>	<ul style="list-style-type: none"> <li>• Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>• Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task.</li> </ul>	<ul style="list-style-type: none"> <li>• Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>• Choose the writing implement that is best suited for a task.</li> </ul>	<ul style="list-style-type: none"> <li>• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</li> <li>• use verb tenses consistently and correctly throughout their writing.</li> <li>• use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</li> <li>• spell correctly most words from the year 5 / year 6 spelling list.</li> <li>• use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</li> <li>• maintain legibility in joined handwriting when writing at speed.</li> </ul> <p>(See English National Curriculum for spelling lists and punctuation taught at Key Stage 2)</p>





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<p><b>Transcription</b></p>	<ul style="list-style-type: none"> <li>• Write from memory simple sentences that include words and punctuation taught so far and sentences dictated by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Write from memory simple sentences that include words and punctuation taught so far and sentences dictated by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Write from memory simple sentences that include words and punctuation taught so far and sentences dictated by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Write from memory simple sentences that include words and punctuation taught so far and sentences dictated by the teacher.</li> </ul>	<p><b>Children working at the greater depth standard can:</b></p> <ul style="list-style-type: none"> <li>• 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 (e.g. literary language, characterisation, structure).</li> </ul>
<p><b>Composition</b></p>	<ul style="list-style-type: none"> <li>• Plan writing by discussing writing similar to that which they are planning to write to learn from its structure, vocab and grammar.</li> <li>• Draft &amp; write by composing &amp; rehearsing sentences orally, progressively building a varied &amp; rich vocabulary &amp; an increasing range of sentence structures.</li> <li>• Organise paragraphs around a theme.</li> <li>• In narratives, create settings, characters and plot.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan 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.</li> <li>• Discuss and record ideas.</li> <li>• Draft and write by composing and rehearsing sentences orally progressively building a varied, rich vocabulary and an increasing range of sentence structures.</li> <li>• Organise paragraphs around</li> </ul>	<ul style="list-style-type: none"> <li>• Plan writing by: identifying the audience for &amp; purpose of the writing, selecting the appropriate form &amp; using other similar writing as models (e.g. text type prompts &amp; scaffolds).</li> <li>• Plan writing by: noting and developing initial ideas drawing on reading and research where necessary (e.g. Colourful Stories planning format).</li> <li>• Draft and write by: selecting appropriate grammar and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan writing by identifying the audience and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary.</li> <li>• When writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> </ul>	<ul style="list-style-type: none"> <li>• distinguish between the language of speech and writing and choose the appropriate register.</li> <li>• exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</li> <li>• use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</li> </ul>



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	<ul style="list-style-type: none"> <li>• In non-narrative material, using simple organisational devices such as headings and sub-headings.</li> <li>• Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.</li> <li>• Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>• Proof-read for spelling and punctuation errors.</li> <li>• Read aloud own writing to a group or whole class, using appropriate intonation and</li> </ul>	<p>a theme in narratives, creating settings, characters, plot.</p> <ul style="list-style-type: none"> <li>• In non-narrative material, using simple organisational devices.</li> <li>• Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.</li> <li>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>• Proof-read for spelling and punctuation errors.</li> <li>• Read aloud their own writing, to a group or the whole</li> </ul>	<ul style="list-style-type: none"> <li>• Draft and write by: using a range of devices to build cohesion within paragraphs.</li> <li>• Draft and write by: using further organisational and presentational devices to structure text and to guide the reader.</li> <li>• Evaluate and edit by: assessing the effectiveness of their own writing.</li> <li>• Evaluate and edit by: proposing changes to vocabulary, grammar and punctuation to enhance effects.</li> <li>• Evaluate and edit by: ensuring the consistent and correct use of tense throughout a piece of writing.</li> <li>• Evaluate &amp; edit by: ensuring correct</li> </ul>	<ul style="list-style-type: none"> <li>• Select appropriate grammar and vocabulary, understanding how such précising choices can change and enhance meaning.</li> <li>• Draft and write by - in narratives - describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</li> <li>• Use a wide range of devices to build cohesion within and across paragraphs.</li> <li>• Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</li> <li>• Précis longer passages.</li> </ul>	
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	<p>controlling tone and volume so that the meaning is clear.</p>	<p>class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>subject-verb agreement when using singular &amp; plural, distinguish between the language of speech &amp; writing.</p> <ul style="list-style-type: none"><li>• Proof-read for spelling and punctuation errors</li></ul>	<ul style="list-style-type: none"><li>• Evaluate and edit by assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li><li>• Ensure the consistent and correct use of tense throughout a piece of writing.</li><li>• Ensure correct subject and verb agreement when using singular and plural.</li><li>• Perform, distinguishing between the language of speech and writing and choosing the appropriate register.</li><li>• Proof-read for spelling and punctuation errors.</li></ul>	
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				<ul style="list-style-type: none"> <li>• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	
<b>Vocabulary, Grammar and Punctuation</b>	<ul style="list-style-type: none"> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions e.g. when, if, because, although</li> <li>• Use the present perfect form of verbs in contrast to the past tense.</li> <li>• Use conjunctions, adverbs and prepositions to express time and cause.</li> <li>• formation of nouns using a range of prefixes, use of a/an, word families.</li> <li>• Begin to identify main and subordinate clauses.</li> </ul>	<ul style="list-style-type: none"> <li>• Use fronted adverbials.</li> <li>• Use commas after fronted adverbials (e.g. Later that day, I heard the news)</li> <li>• Indicate possession by using the possessive apostrophe with plural nouns.</li> <li>• Use and punctuate direct speech.</li> <li>• Identify main and subordinate clause.</li> <li>• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the perfect form of verbs to mark relationships of time and cause.</li> <li>• Use expanded noun phrases to convey complicated information concisely.</li> <li>• Use modal verbs or adverbs to indicate degrees of possibility.</li> <li>• Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</li> <li>• Use commas to clarify meaning or avoid ambiguity in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Use commas to clarify meaning or avoid ambiguity in writing.</li> <li>• Use hyphens to avoid ambiguity.</li> <li>• Use brackets, dashes or commas to indicate parenthesis.</li> <li>• Use semi-colons, colons or dashes to mark boundaries between independent clauses.</li> <li>• Use a colon to introduce a list.</li> <li>• Punctuate bullet points consistently.</li> <li>• Recognise vocabulary and structures that are appropriate for</li> </ul>	



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	<ul style="list-style-type: none"><li>• Indicate possession by using the possessive apostrophe with singular nouns and regular plurals.</li><li>• Begin to use inverted commas to punctuate direct speech.</li><li>• Use and understand the grammatical terminology for Year Three from Appendix 2 – National Curriculum.</li></ul>	<ul style="list-style-type: none"><li>• Use and understand the grammatical terminology for Year Four in Appendix 2 – National Curriculum.</li></ul>	<ul style="list-style-type: none"><li>• Use brackets, dashes or commas to indicate parenthesis.</li><li>• Use and understand the grammatical terminology for Year Five in Appendix 2 – National Curriculum..</li></ul>	<p>formal speech and writing, including subjunctive forms.</p> <ul style="list-style-type: none"><li>• Using passive verbs to affect the presentation of information in a sentence.</li><li>• Use the perfect form of verbs to mark relationships of time and cause.</li><li>• Use expanded noun phrases to convey complicated information concisely.</li><li>• Use modal verbs or adverbs to indicate degrees of possibility.</li><li>• Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</li></ul>	
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				<ul style="list-style-type: none"><li>• Use and understand the grammatical terminology for Year Six in English Appendix 2 – National Curriculum</li></ul>	
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