

# **ENGLISH – Writing**

## **Whole School Progression Document**



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing for purpose and audience Children should:	<p>Initiate writing (in role, and for purpose)</p> <p>Use full sentences to express their ideas and feelings about experiences.</p>	<p>After discussion with the teacher, write sentences that are sequenced to form a short narrative (real or fictional)</p> <p>After discussion with the teacher, write sentences about real events.</p> <p>Use some features of different text types.</p> <p>Through discussion with the teacher, recognise that writing has many purposes and begin to identify what these are</p>	<p>After discussion with the teacher, write for different purposes.</p> <p>Write simple, coherent narratives about personal experiences and those of others.</p> <p>Write about real events and record these simply and clearly.</p> <p>Use sentences with different forms, when required: statements, questions, exclamations and commands</p>	<p>After discussion with the teacher, write effectively and coherently for a range of different purposes.</p> <p>Use features of writing, which are appropriate to the writing task.</p> <p>Make ambitious word choices.</p> <p>Create settings, characters and plot in narratives.</p> <p>Use speech appropriately in narratives, to convey character.</p>	<p>Write effectively and coherently for a range of purposes.</p> <p>Use an appropriate and consistent text structure including text and genre specific layout devices.</p> <p>Consistently organise work in paragraphs around a theme</p> <p>Use features of text type or genre, which are appropriate to the task e.g. verb form and formality.</p> <p>Describe settings and characters and use dialogue to convey character.</p>	<p>Write for a range of purposes and audiences.</p> <p>Describe settings, characters and atmosphere to consciously engage the reader.</p> <p>Integrate dialogue in narratives to convey character and/or advance action.</p> <p>Use organisational and presentation devices that are appropriate to the text type or genre e.g. layout, verb form and formality.</p>	<p>Write effectively for a range of purposes and audiences</p> <p>Describe settings, characters and atmosphere to consciously engage the reader.</p> <p>Select forms of language as appropriate to text type, showing a good awareness of the reader</p> <p>Integrate dialogue to convey character and advance the action.</p> <p>Select appropriate structure.</p> <p>Select vocab &amp; grammar appropriate to the writing e.g. contracted forms in dialogue; passive verbs to affect how info is presented; modal verbs for possibility</p>
Vocabulary Children should:	<p>Use and understand newly introduced vocabulary in discussions about stories, non-fiction, rhymes and poems and in role-play</p>	<p>Use basic descriptive language in their own writing</p>	<p>Use adjectives for precision, clarity and impact</p> <p>Use expanded noun phrases to add description and relevant, meaningful detail to their writing</p> <p>Attempt some varied vocabulary</p>	<p>Progressively build a rich and varied vocabulary</p> <p>Use adjectives, expanded noun phrases, and adverbs to add detail</p>	<p>Progressively build a rich and varied vocabulary</p> <p>Use adjectives, expanded noun phrases, and adverbs for precision, clarity and impact</p> <p>Include expanded noun phrases, adding modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair</p>	<p>Select appropriate vocabulary, suited to the genre and intended purpose, understanding how such choices can change and enhance meaning</p> <p>Progressively build a rich, varied and ambitious range of vocabulary</p> <p>Use a thesaurus</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use adverbs and modal verbs to indicate degrees of possibility</p>	<p>Select precise and effective vocabulary for impact and clarity, to achieve its intended purpose</p> <p>Progressively build a rich, varied and ambitious vocabulary</p> <p>Use a thesaurus</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Use adverbs and modal verbs to indicate degrees of possibility, probability and certainty</p> <p>Understand synonyms &amp; antonyms</p>
Creating cohesion Children should:	<p>Make use of conjunctions with modelling and support from the teacher.</p>	<p>Use coordinating conjunction 'and' to join some main clauses</p>	<p>Use coordination (and, but, or) to join clauses.</p> <p>Use some subordination (when, if, that, because) to join clauses</p>	<p>Use coordination (and, but, or) to join clauses.</p> <p>Use some subordination (when, if, that, because) to join clauses</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p>	<p>Use a range of conjunctions (subordinating and coordinating) to join sentences with more than one clause.</p> <p>Use fronted adverbials and pronouns referencing to link within and between paragraphs.</p>	<p>Use some cohesive devices including use of pronouns.</p> <p>Use a wider range of conjunctions (subordinating and coordinating) to join sentences with more than one clause.</p> <p>Use adverbials, (time, place, number) within and across paragraphs</p>	<p>Use a range of devices to build cohesion: subordinating and coordinating conjunctions adverbials of time &amp; place, pronouns, ellipsis &amp; synonyms</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sentence Construction Children should:</p>	<p>Write simple sentences.</p> <p>With modelling and support from the teacher, make use of conjunctions.</p>	<p>Write simple sentences.</p> <p>Join two main clauses using 'and'</p>	<p>Write simple sentences</p> <p>Write compound sentences using coordinating conjunctions: and, but, or</p> <p>Write complex sentences using subordinating conjunctions: when, if, that, because</p>	<p>Write simple sentences</p> <p>Write compound sentences using coordinating conjunctions: and, but or, so to join main clauses.</p> <p>Write complex sentences using subordinating conjunctions: when, if, that, because, as, before, after, even though</p> <p>Conjunctions are positioned between the clauses.</p>	<p>Write simple sentences</p> <p>Write compound sentences using coordinating conjunctions: and, but or, so to join main clauses.</p> <p>Write complex sentences using subordinating conjunctions: when, if, that, because, as, before, after, while, whilst, even though, although</p> <p>Write multiclausal sentences, including both coordinating and subordinating conjunctions.</p> <p>Conjunctions are positioned between the clauses and manipulated to the start of the sentence.</p> <p>Use fronted adverbials to vary sentence structure</p>	<p>Write, using a range of sentence types and structures: simple, compound, complex and multi clause.</p> <p>Use a wide variety of coordinating conjunctions: and, but, or, so, yet</p> <p>Use a wide variety of subordinating conjunctions: when, if, that, because, as, before, after, while, whilst, even though, although, however, until, whenever</p> <p>Write sentences, containing relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.</p> <p>Write sentences, containing parenthesis.</p> <p>Write multi-clause sentences, including both coordinating and subordinating conjunctions.</p>	<p>Write, using a range of sentence types and structures: simple, compound, complex and multi clause.</p> <p>Use a wide variety of coordinating conjunctions: and, but, or, so yet, nor, for</p> <p>Use a wide variety of subordinating conjunctions: when, if, that, because, as, before, after, while, whilst, even though, although, however, until, whenever, once, since</p> <p>Use a wide variety of relative pronouns to introduce relative clauses</p> <p>Write sentences, containing parenthesis.</p> <p>Write multi-clause sentences, including both coordinating and subordinating conjunctions.</p> <p>Join related main clauses using colons and semi colons.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Planning Writing Children should:</p>	<p>Participate in small group, class and one to one discussions and offer own ideas and explanations for why things might happen.</p> <p>Invent, adapt and recount narratives and stories with teacher and peers.</p> <p>Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)</p>	<p>Say out loud what they are going to write about</p> <p>Compose a sentence orally before writing it</p>	<p>Plan and orally rehearse writing including selecting vocabulary, phrases and sentences.</p>	<p>Discuss models of writing, similar to that, which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Discuss and record ideas in preparation for writing.</p>	<p>Discuss models of writing, similar to that, which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Discuss and record ideas in preparation for writing</p>	<p>Identify the audience and purpose of the writing, select the appropriate form and use other similar writing as models for their own.</p> <p>Note and develop initial ideas, drawing on reading and research where necessary.</p>	<p>Identify the audience and purpose of the writing, select the appropriate form and use other similar writing as models for their own.</p> <p>Note and develop initial ideas, drawing on reading and research where necessary.</p>

<p>Editing Writing Children should:</p>	<p>Check written work by reading and make changes where necessary.(LIT)</p>	<p>Re-read writing to check that writing makes sense.  Begin to make suggested changes to writing.</p>	<p>Re-read writing to check that it makes sense.  Make simple additions and revisions in own writing.  Proofread to make corrections to errors in spelling, grammar and punctuation in own writing.</p>	<p>Proof read for spelling and punctuation errors.  Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.  Proof read own and others' work for errors and make improvements.</p>	<p>Proof read for spelling and punctuation errors.  Proofread and amend own and others' writing with growing confidence.</p>	<p>Proof read for spelling and punctuation errors.  Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>	<p>Proof read for spelling and punctuation errors.  Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>
<p>Grammar: Tense Formality &amp; Terminology Children should:</p>	<p>Express ideas and feelings about experiences using past, present and future tenses.  Understand the meaning of: letter capital letter word sentence full stop</p>	<p>Use present and past tenses mainly correctly and consistently  Use and understand Year 1 grammatical terminology : letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark proper noun</p>	<p>Use present and past tenses correctly and consistently  Use past and present tense in the progressive form  Use some features of written Standard English  Use and understand Year 2 grammatical terminology: noun noun phrase statement question exclamation command compound suffix adjective verb adverb tense (past &amp; present) apostrophe comma</p>	<p>Use tense choices mostly consistently and accurately, including use of the present perfect tense Use and understand Year 3 grammatical terminology: adverb preposition conjunction coordinating conjunction subordinating conjunction word family prefix clause main clause subordinate clause consonant consonant letter vowel vowel letter direct speech dialogue inverted commas speech marks simple past present perfect</p>	<p>Use different verb forms, which are mostly accurate including the present and past progressive, present perfect and –ing verbs  Use Standard English verb forms e.g. I was rather than I were  Use and understand Year 4 grammatical terminology: expanded noun phrase adverbial fronted adverbial determiner pronoun possessive pronoun Standard English</p>	<p>Use and maintain verb forms accurately including the use of modal verbs  Use the perfect form of verbs to mark relationships of time and cause  Ensure correct subject verb agreement when using singular and plural  Use and understand Year 5 grammatical terminology: modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity</p>	<p>Use verb tenses consistently and correctly throughout a piece of writing.  Use passive verbs to affect how information is presented  Use different structures typical for formal and informal speech and writing including subjunctive forms  Use and understand Year 6 grammatical terminology : subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points</p>
<p>Punctuation Children should:</p>	<p>Begin to punctuate sentences using a capital letter and a full stop</p>	<p>Separate words in sentences with spaces  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'</p>	<p>Use familiar and new punctuation correctly: full stops, capital letters, question marks, commas for lists, apostrophes for contracted and possessive forms</p>	<p>Use apostrophes to indicate singular possession  Begin to use inverted commas to punctuate direct speech</p>	<p>Use commas after fronted adverbials  Use apostrophes to indicate possession with singular nouns, regular and irregular plural nouns.  Punctuate direct speech with inverted commas and reporting clauses with commas.</p>	<p>Use commas to clarify meaning and mark phrases and clauses  Use brackets, dashes or commas to indicate parenthesis</p>	<p>Use colons to introduce a list  Use semi colons within lists  Use ellipsis  Use semi-colons, colons or dashes to mark boundaries between independent clauses  Use hyphens to avoid ambiguity</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Phonic &amp; Whole word spelling Children should:</p>	<p>Listen to and hear the sounds in CVC, CVCC and CCVC words. (LIT)</p> <p>Recall &amp;/identify the taught GPCs (the letters that represent the sounds) (including some digraphs) on a grapheme mat and use this when writing. (LIT)</p> <p>Spell some taught common exception/high frequency and familiar words. (LIT)</p> <p>Identify sounds in words and represent sounds with letters</p> <p>Spell CVC words using phase 2 &amp; 3 phonemes</p>	<p>Spell words containing each of the 40+ phonemes taught</p> <p>Spell Year 1 common exception words</p> <p>Spell the days of the week</p> <p>Name the letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound</p> <p>Spell correctly words with simple suffixes and prefixes:</p> <p>singular and plural -s and -es, -verb endings -ed, -ing and -er, -est</p> <p>use the prefix un-</p> <p>using -ing, -ed, -er and -est where no change is needed in the spelling of root words</p> <p>the prefix -un changes the meaning</p> <p>Apply simple spelling rules.</p> <p>Write from memory simple sentences dictated using GPC's and common exception words taught so far.</p>	<p>Segment spoken words into phonemes and represent these with graphemes, spelling many correctly.</p> <p>Learn new ways of spelling phonemes including a few common homophones.</p> <p>Spell common exception words.</p> <p>Spell more words with contracted forms.</p> <p>Use the possessive apostrophe</p> <p>Distinguishing between homophones and near homophones.</p> <p>Add suffixes to spell longer words -ment, -ness, -ful, -ly and -less.</p> <p>Add -ing, -ed, -er, -est to words.</p> <p>Add es to words ending in y.</p>	<p>Use further prefixes and suffixes and understand how to add them</p> <p>Form nouns using a range of prefixes [for example super-, anti-, auto-]</p> <p>Use a or an according to whether the next word begins with a consonant or a vowel</p> <p>Form word families based on common words, showing how words are related in form and meaning</p> <p>Spell further homophones.</p> <p>Spell words that are often misspelt.</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>Spell accurately some prefixes and suffixes</p> <p>Spell common homophones</p> <p>Spell words that are often misspelt (Word List).</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Spell accurately some prefixes and suffixes listed in Appendix 1 for Y5/6:</p> <p>Convert nouns or adjectives into verbs using suffixes</p> <p>Spell words using verb prefixes</p> <p>Spell some words with 'silent' letters.</p> <p>Spell accurately some homophones and other words which are often confused.</p> <p>Spell accurately some words listed in Y5/6 word list</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.</p>	<p>Spell accurately most prefixes and suffixes listed in Appendix 1 for Y5/6.</p> <p>Spell most words with 'silent' letters.</p> <p>Spell accurately most homophones and other words which are often confused.</p> <p>Spell accurately most words listed in Y5/6 word list (Appendix 1).</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Handwriting Children should:</p>	<p>Hold a pencil correctly, using the tripod grip with good control and pressure</p> <p>Write recognisable letters, most of which are correctly formed</p> <p>Write on the line.</p> <p>Sit at a table to form the correct writing posture</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Sit correctly at a table, holding a pencil comfortably/ correctly</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' and to practise these</p> <p>Produce recognisable letters and words to convey meaning</p> <p>Produce writing, which can be read by another person, with some mediation</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>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</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>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</p> <p>begin to increase the legibility, consistency and quality of their handwriting</p>	<p>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</p> <p>Increase the legibility, consistency and quality of their handwriting</p>	<p>Write legibly and fluently, when writing at efficient speed</p> <p>Choose which shape of a letter to use when given choices and decide whether or not to join specific letters</p> <p>Choose the writing implement that is best suited for a task</p>	<p>Write legibly and fluently, when writing at efficient speed</p> <p>Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choose the writing implement that is best suited for a task</p>