



Writing Progression

EYFS: building the foundations for Writing
Nursery
Children throughout Early Years build secure foundations for later success in the English National Curriculum through regular opportunities for mark making and developing fine and gross motor skills.

Reception
Children throughout Early Years build secure foundations for later success in the English National Curriculum through developing their early writing and transcription skills.
Writing ELG ✓ Write recognisable letters, most of which are correctly formed. ✓ Spell words by identifying sounds in them and representing the sounds with a letter or letters. ✓ Write simple phrases and sentences that can be read by others.

Terminology						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Book Page Story Beginning Middle End Rhyme Poem/Poetry Character	Review EYFS Letter Capital Letter Singular Plural Sentence Punctuation Full stop Question mark	Review prior learning Noun Noun phrase Statement Question Exclamation Command Compound Suffix Adjective Adverb Verb Tense (past, present) Apostrophe Comma	Review prior learning Preposition Conjunction (in preference to 'joining word') Word family Prefix Clause Subordinate clause Direct speech Consonant Vowel	Review prior learning Determiner Pronoun Possessive pronoun Adverbial Metaphor Imperative 1st/2nd/3rd Person Common/Proper/	Review prior learning Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity	Review prior learning Subject Object Active Passive Synonym Antonym Ellipsis Hyphen

Word Finger space Sound (both in reference to a noise and a letter sound) Phonics Phoneme Grapheme Digraph Trigraph Blend/Blending	Exclamation mark Joining word Punctuation mark	Introduction Build up Problem Resolution Homophone/ Homonym Vocabulary Syllable Alliteration Simile Joining word/ Conjunction (interchangeably)	Inverted commas Paragraph Dialogue Heading Sub-heading Preposition phrase	Collective noun Onomatopoeia Rhetorical question Word class	Formal/informal Hyperbole Literal/figurative Modifiers Abstract/Concrete noun Verb form Fact Opinion	Colon Semi-colon Bullet points Fluent/Fluency Personification Cohesion Stressed and unstressed syllables Subjunctive Past progressive verb form Progressive verb form
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Word Structure

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spell words by identifying sounds in them and representing the sounds with a letter or letters Begin to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together	Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)	Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less Use of the suffixes –er, –est in adjectives and the use of –ly in Standard	Formation of nouns using a range of prefixes such as super–, anti–, auto Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words	The grammatical difference between plural and possessive –s. Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)	Converting nouns or adjectives into verbs using suffixes (e.g. –ate, –ise, –ify) Verb prefixes (e.g. dis–, de–, mis–, over– and re–)	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged or claimed in formal speech or writing)

Start to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name	How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind]	English to turn adjectives into adverbs	are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]			
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Punctuation						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Finger spaces	Review prior learning Capital letters for names and for the personal pronoun I Capital letters at the beginning of sentences Full stops Question marks Exclamation marks	Review prior learning Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name)	Review prior learning Inverted commas for direct speech	Review prior learning Inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!") Apostrophes to mark plural possession (for example, the girl's name, the girls')	Review prior learning Inverted commas and other punctuation to indicate direct speech (for example, use of a lower case letter after a question or exclamation, where the speaker is identified after the dialogue, e.g. "Stop!" screeched Mum.) Brackets, dashes or commas to indicate parenthesis	Review prior learning Inverted commas and other punctuation to indicate direct speech (for example, where the speaker is identified between two sections of dialogue, e.g. "I like that," smiled Sarah, "because it's exactly what I asked for.") A semi-colon, colon or dash to mark the

				names) Commas after fronted adverbials	Commas to clarify meaning or avoid ambiguity	boundary between independent clauses (for example, It's raining; I'm fed up.) A colon to introduce a list and use of semi-colons within lists Conventions for punctuating bullet points to list information Hyphens to avoid ambiguity (for example, man eating shark versus man-eating shark) Ellipsis
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Sentence Structure

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Compose sentences orally Begin to write sentences including from dictation	Review prior learning Join clauses using the conjunction 'and' Compose sentences orally and write them	Review prior learning Use coordinating and subordinating (when, as, if, because, that) conjunctions	Review prior learning Extend sentences by using a wider range of conjunctions Use a range of	Review prior learning Begin to use a wider range of multi-clause sentences Use an increasing	Review prior learning Use a wider range of multi-clause sentences including relative clauses (beginning with who,	Review prior learning Use a wider range of multi-clause sentences including relative clauses

Write names and other simple labels and captions	down, recognising boundaries Write simple sentences from dictation including GPCs and common exception words taught Begin to use some features of Standard English	Use different sentence types (statement, question, command, exclamation) Write dictated sentences Use some features of Standard English Use expanded noun phrases Use simple time adverbials	sentence structures (simple, compound, complex, different functions) Write dictated sentences Use features of Standard English more consistently Use expanded noun phrases more consistently Use a range of simple adverbials including fronted adverbials Begin to choose nouns and pronouns for clarity and cohesion	range of sentence structures (including short sentences for effect) Write dictated sentences Use features of Standard English more consistently Use expanded noun phrases more precisely including modifying adjectives, nouns and preposition phrases (e.g. the small, bright butterfly with red wings) Use adverbials and vary the position with sentences	whose, that, which, where, when) Use Standard English consistently Begin to choose vocabulary, sentence structure and grammar precisely Use a range of adverbials, adverbs and modal verbs Use some cohesive devices within sentences Begin to adapt sentences for formal speech and writing	Use Standard English consistently for purpose Choose vocabulary, sentence structure and grammar precisely Use a range of adverbials, adverbs and modal verbs Use cohesive devices within sentences Adapt sentences for formal speech and writing including the subjunctive form and passive voice Use perfect form of verbs
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Text Structure

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Orally retell stories showing an understanding of	Review prior learning Begin to write about	Review prior learning Begin to write about more than one idea	Review prior learning In non-narrative, use simple organisational	Review prior learning In non-narrative, use simple organisational	Review prior learning Begin to use a range of organisational and	Review prior learning Use a range of organisational and

structure Orally invent, adapt and recount stories and narratives	more than one idea Use simple sentences to record ideas in simple sequences after oral rehearsal	using simple sequencing Use present and past tense correctly including progressive form	devices (headings) In narratives, create basic characters, settings and plot Write for a range of audience and purposes, considering the appropriate form Begin to use paragraphs to organise ideas Use past and present tense including present perfect	devices (headings) In narratives, create characters, settings and plot including dialogue Write for a range of audience and purposes, choosing the appropriate form Use accurate verb tenses Organise paragraphs around a theme	cohesive devices In narratives, describe characters and settings, using dialogue to convey character Write for a wide range of audience and purposes effectively Use verb tenses accurately and consistently	cohesive devices In narratives, describe characters and settings, using dialogue to convey character and advance the action Write for a wide range of audience and purposes effectively Use a range of tenses accurately and consistently
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	Reception	Year 1	Year 2	Year 3/4	Year 5/6
Planning	Say out loud the words and/or short sentences they are intending to write	Say out loud what they are going to write about in advance Orally compose sentences and texts Use drama and role play to develop and order their ideas through playing roles and improvising scenes in various settings	Consider what they are going to write before beginning, either by oral rehearsal, a simple written plan or a combination of the two Use simple plans to map out ideas Add vocabulary to plans	Compose and rehearse sentences orally (including dialogue), progressively building a varied vocabulary and a range of sentence structures Plan their writing by discussing and recording ideas, including using role play to develop and sequence ideas Discuss writing similar to that which they are planning to write in order to understand and learn from its sentences structure, vocabulary and ideas Use planning grids to sequence ideas and to use paragraphs grouping related content Begin to consider the intended effect of their writing on the reader	Compose and rehearse sentences orally (including dialogue), progressively building rich and varied vocabulary and an increasing range of sentence structures chosen for impact on the reader Plan their writing by discussing and recording ideas, including using role play to sequence their ideas and deepen their understanding Select appropriate ideas, vocabulary and grammatical forms from model texts to improve the quality of their own writing Use appropriate organisational devices, such as headings, subheadings or bullet points Use planning grids to sequence ideas, to use paragraphs grouping related content and develop initial ideas

					Plan according to audience and purpose, choosing features which are appropriate and levels of formality
Evaluating	Discuss words and/or short sentences they have written with the teacher Use appropriate grammatical terminology in discussing writing Read aloud what they have written	Discuss own writing with the teacher and understand that they can read back words that they have spelt to check their own understanding and practise discussing their ideas Use appropriate grammatical terminology in discussing writing Read own writing aloud, clearly enough to be heard by peers and the teacher	Evaluate their own writing with the teacher and/or other pupils Use appropriate grammatical terminology in discussing writing Read aloud what they have written to the teacher or a small group, with appropriate intonation to make the meaning clear	Assess and discuss the effectiveness of their own writing and suggest improvements and begin to monitor their own writing for sense in the same way that they monitor their reading Use appropriate grammatical terminology in discussing writing Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Assess and discuss the effectiveness of their own and others' writing, discussing the shades of meaning created by their vocabulary and grammar choices Use appropriate grammatical terminology in discussing writing Perform their own compositions, using appropriate intonation, volume and movements so that meaning is clear
Editing	Re-read what they have written to share it with the teacher and/or their peers Upon re-reading and discussing, understand that they can 'have another go' at writing a word or composing a sentence	Re-read what they have written to check that it makes sense Upon re-reading and discussing, understand that they can 'have another go' at writing a word or composing a sentence, based on their developing	Re-read to check that their writing makes sense and proof-read to check for errors in spelling, grammar and punctuation Upon re-reading, check that verbs are used in the correct tense, and make other simple additions, revisions	Proof-read their writing for spelling and punctuation errors, appropriate to the level expected for their age group Implement changes to grammar and vocabulary to improve consistency, including consistent use of	Proof-read their own and others' work for spelling and punctuation errors to a high degree of accuracy Propose and implement changes to vocabulary, grammar and punctuation to clarify meaning and



		understanding of phonics	and corrections to writing	pronouns	enhance effects Ensure the correct use of tense throughout a piece of writing and correct verb-subject agreement
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