



Love

Compassion

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Writing Progression Plan Years EYFS – 6

Year	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition (planning, drafting, editing and performing)							
	<p>Child initiated writing (in role and for purpose).</p> <p>Write narratives about personal experiences (real and fictional).</p> <p>Write about real events.</p> <p>Write for different purposes.</p> <p>Talk about and respond to stories, rhymes and songs with actions, recalling key events and innovating e.g. character, setting, object.</p> <p>Talk about elements of a topic using newly introduced vocabulary.</p> <p>Engage in extended conversations about own learning.</p> <p>Write short sentences with words containing known letter-sound correspondences.</p>	<p>Write simple dictated sentences that include words taught so far.</p> <p>Demonstrate the skills and processes essential to writing by thinking aloud as they collect ideas, sequence the ideas, draft and re-read to check that the meaning is clear.</p> <p>Say out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p> <p>Sequence sentence to for short narratives. Re-read, with support where needed, to check what they have written for sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p>	<p>Write narratives about personal experiences and those of others (real and fictional).</p> <p>Write about real events.</p> <p>Write for different purposes, including poetry.</p> <p>Plan or say aloud what they are going to write about.</p> <p>Orally rehearse sentences before writing.</p> <p>Write ideas and/or key words, including new vocabulary.</p> <p>Encapsulate what they want to say, sentence by sentence.</p> <p>Evaluate their writing with the teacher and other pupils.</p> <p>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discuss and record ideas.</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>Organise paragraphs around a theme, with support where needed.</p> <p>In narrative, create settings, characters and plot which are linked.</p> <p>In non-narrative material, use simple organisational devices e.g. headings and sub-headings.</p> <p>Assess the effectiveness of their own writing and that of others.</p> <p>Suggest improvements and changes to grammar and vocabulary to improve consistency.</p> <p>Proofread for spelling and punctuation errors.</p> <p>Read own writing aloud to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Identify the audience for, and purpose of, the writing, selecting the appropriate form and using other similar writing as model for their own.</p> <p>Write narratives where thought is given to how authors develop characters and settings, using what they have read, listened to or seen performed.</p> <p>Note and develop initial ideas, drawing on reading and research where necessary.</p> <p>Select appropriate grammar and vocabulary, using own knowledge, learning and classroom tools/equipment to develop.</p> <p>Understand how such choices can change and enhance meaning in narratives, setting descriptions, building of atmosphere and to help integrate dialogue to convey character and advance action.</p> <p>Use a wider range of devices to build cohesion within and across paragraphs.</p> <p>Use further organisational and presentational devices to structure text and to guide the reader.</p> <p>Assess the effectiveness of their own writing and that of others.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure correct subject and verb agreement when using singular and plural.</p>		

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	Think of, say and write a simple sentence, sometimes using a capital letter and full stop. Re-read what they have written to check that it makes sense.	Read own writing aloud clearly enough to be heard by their peers and teacher.	Proofread to check for errors in spelling, grammar and punctuation. Read aloud what they have written with appropriate intonation to make the meaning clear.		Distinguish between the language of speech and writing and choose the appropriate register. Proofread for spelling and punctuation errors. Perform own compositions using appropriate intonation, volume and movement so that meaning is clear.	
Transcription						
Vocabulary	Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). Talk about elements of a topic using newly introduced vocabulary. (UT)	leave spaces between words join words and join clauses using "and"	Expand noun phrases to describe and specify	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Use conjunctions, adverbs and prepositions to express time and cause (and place).	Use a thesaurus to extend and improve vocabulary choices. Use expanded noun phrases to convey complicated information concisely. Use modal verbs or adverbs to indicate degrees of possibility.	
Grammar	To make writing exciting using new words. To begin to know sentences can be extended using the simple conjunction 'and'. (UT)	Use regular plural noun suffixes (-s, -es) and verb suffixes where root word is unchanged (-ing, -ed, -er). Use the -un prefix to change meaning of adjectives/adverbs. Combine words to make sentences, including using 'and'. Sequence sentences to form	Create sentences with different forms: statement, question, exclamation, command. Use the present and past tenses correctly and consistently including the progressive form. Use subordination (focusing on when, if, that or because). Include some features of written Standard English. Use suffixes to form new words (-ful, -ness).	Use the present perfect form of verbs in contrast to the past tense. Form nouns using prefixes (super-, anti-). Use the correct form of 'a' and 'an'. Identify word families based on common words e.g. solve, dissolve, solution.	Use fronted adverbials. Know the difference between plural and possessive 's'. Use Standard English verb inflections (I did not I done). Use expanded noun phrases. Use prepositional phrases. Choose and use appropriate pronouns or nouns to create cohesion.	Use the perfect form of verbs to mark relationships of time and cause. Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun. Convert nouns or adjectives into verbs. Use verb prefixes e.g. re, dis etc. Use devices to build cohesion, including adverbials of time, place and number. Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Use passive verbs to affect the presentation of information in a sentence. Use the perfect form of verbs to mark relationships of time and cause. Recognise the differences in informal and formal language and move between these as appropriate.

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		<p>short, simple narratives.</p> <p>Separate words with spaces.</p> <p>Begin to demarcate sentence with range of punctuation as appropriate.</p> <p>Use capital letters for proper nouns and the pronoun 'I'.</p>	<p>Demarcate sentences consistently.</p> <p>Use commas in lists.</p> <p>Use apostrophes for omission and singular possession.</p>				<p>Have a bank of synonyms and antonyms.</p> <p>Use further cohesive devices such as grammatical connections and adverbials.</p> <p>Use ellipsis for effect.</p>
Punctuation	<p>Think of, say and write a simple sentence using a capital letter and full stop. (UT)</p>	<p>Begin to punctuate sentences using a capital letter and full stop, question mark or exclamation mark.</p> <p>Use a capital letter for proper nouns – people, places, days of the week etc, and the personal pronoun 'I'.</p>	<p>Begin to use both familiar and new punctuation correctly, with greater consistency, including commas for lists and apostrophes for contracted word forms and singular possession.</p>	<p>Use and punctuate direct speech e.g. inverted commas.</p>	<p>Use commas after fronted adverbials.</p> <p>Indicate possession by using an apostrophe with singular and plural nouns.</p> <p>Use and punctuate direct speech (including punctuation within and surrounding inverted commas).</p>	<p>Use commas to clarify meaning or avoid ambiguity in writing.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p>	<p>Use hyphens to avoid ambiguity.</p> <p>Use semicolons, colons or dashes to mark boundaries between independent clauses.</p> <p>Use a colon to introduce a list, punctuating bullet points consistently.</p>
Handwriting	<p>Develop fine motor skills so they can use a range of tools competently, safely and confidently. Develop the foundations of a handwriting style which is fast, accurate and efficient. (PD) Form lower case and capital letters correctly. Know how to write the taught letters. (UT)</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</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, when adjacent to one another, are best left unjoined.</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>Choose which shape of a letter to use when given choices and decide whether or not to join specific letters. Choose the writing implement that is best suited for a task.</p>	

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		Form digits 0-9 Understand which letters belong to which handwriting 'families' and to practise these.	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Use spacing between words that reflects the size of the letters.				
Spelling	Spell words by identifying the sounds and then writing the sound with letters.	Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. Use the prefix un- . Use -ing, -ed, -er and -est where no change is needed in the spelling of root words. Apply simple spelling rules and guidance.	Learn to use the possessive apostrophe (singular). Learn to spell more words with contracted forms. Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly. Apply spelling rules and guidelines.	Use further prefixes and suffixes and understand how to add them. Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. Use the first 2 or 3 letters of a word to check its spelling in a dictionary.	Use further prefixes and suffixes and understand the guidance for adding them. Use dictionaries to check the spelling and meaning of words. Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.		
Grammatical Terminology							
	Letter, capital letter, word, sentence, full stop	letter, capital letter, word, singular, plural , sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon,

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