



Writing Progression

	Transcription		Composition		Opportunities for writing/writing genres
	Spelling and dictation	Handwriting	Composition: structure and purpose	Vocabulary, grammar and punctuation	
EYFS	<ul style="list-style-type: none"> - Spell words by identifying the sounds and then writing the sound with letter/s. - Write own name. <p>Dictation Write from memory a short sentence using letter/sound correspondence taught so far.</p>	<ul style="list-style-type: none"> - Form lower case letters correctly. - Begin to form capital letters correctly. 	<ul style="list-style-type: none"> - Say a short sentence out loud. Compose orally. - Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. - Re-read what they have written to check that it makes sense. 	<ul style="list-style-type: none"> - Use a capital letter at the start of a sentence. - Use a full stop at the end of a sentence. <p>Terminology Letter, sound, sentence, capital letter, full stop</p>	Labelling Descriptive phrases Speech bubbles Rhyming words Writing in role Bus tickets Recount Describing feelings Messages Cards Lists Repeating phrases Maps Instructions Poetry Fact file Recipes Postcard

<p>Year 1</p>	<ul style="list-style-type: none"> - Spell words using the 40+ phonemes - see RWI progression - Spell words using the prefix un- e.g. unhappy, unfair; the suffixes –ing, -ed, -er and –est where no change is made to the root word. - Understand the difference between singular and plural. Add suffixes s and es to words e.g. cats, witches, catches. - Spell common exception words – appendix 1 <p>Dictation Write from memory, simple dictated sentences containing the GPCs and words taught so far.</p>	<ul style="list-style-type: none"> - Most letters are correctly formed and orientated, including lower case, capital letters and digits; there may be some inconsistency in size. - Capital letters formed correctly for some names of people, places and the days of the week. - Becoming more consistent at making spaces between words. - Most letters sit on the line correctly. 	<ul style="list-style-type: none"> - Say aloud what they are writing about - Compose a sentence orally before writing it. - Sequence sentences to form narratives - Re- read what has been written and check it makes sense. - Discuss what they have written with teacher or others. - Read aloud clearly enough to be heard by others. 	<ul style="list-style-type: none"> - Adjectives and verbs - Spaces between words - Join words and s sentences using ‘and’ - Begin to punctuate sentences using capital letters and full stops, question marks or exclamation marks. - Use capital letters for names of people, places, the days of the week and personal pronouns. <p>Terminology: Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</p>	<ul style="list-style-type: none"> Labels and captions Prediction sentences Writing in role Retelling Instructions Letter Character description Fact file Poetry Re-writing an ending Setting description Invitation Shopping list Recount Poster Explanation Postcard Thank you card
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<p>Year 2</p>	<p>- See Year 2 Spelling overview</p> <p>Dictation Write simple sentences from memory.</p>	<ul style="list-style-type: none"> - Legible writing - All letters and digits are consistently formed and of the correct size, orientation and relationship to one another. - Spacing is appropriate to the size of letters. - Learning to join letters as per handwriting policy 	<ul style="list-style-type: none"> - Plan and say aloud what they are going to write about - Write down ideas and/or key words, including new vocabulary - Encapsulate what they want to say, sentence by sentence - Make simple additions revisions and corrections - Evaluate their writing with the teacher and other pupils - Re-read to check for sense including tense and correct use of verbs to indicate time - Proof-read to check for errors in spelling, grammar and punctuation. - Read aloud what they have written using appropriate intonation 	<ul style="list-style-type: none"> - Sentences with different forms: Statement, question, exclamation, command - Expanded noun phrases - Present and past tenses, including the progressive form - Subordination (when, if, that, or, because) - Co-ordination (or, and, but) - Some features of written standard English - Discuss their writing using the grammatical terminology in English Appendix 2. - Use full stops, capital letters, exclamation marks, questions marks, commas for lists and apostrophes for contracted forms. <p>Terminology Noun, noun phrase, statement, question, exclamation, command, adjective, adverb, verb, tense (past, present), apostrophe, comma.</p>	<p>Letter Postcards Invitations Real life account Description Persuasive letter Story Instructions Non-fiction report Setting description Diary (fictional recount) Poetry Non-fiction fact file Leaflet Explanation</p>
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<p>Year 3/4</p>	<p>- See Year 3/4 spelling overview</p> <p>Dictation Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>- Writing is spaced sufficiently so that ascenders and descenders do not meet.</p> <p>- Appropriate letters are joined consistently.</p>	<p>- Discuss and analyse writing similar to that which they are planning to write to learn from its structure, vocabulary and grammar</p> <p>- Discuss and record ideas</p> <p>- Compose and rehearse sentences orally</p> <p>- Confidently use a range of different sentence structures</p> <p>- Continue to build an increasingly rich and varied vocabulary, including synonyms for common verbs and a range of exciting adjectives</p> <p>- Write in the appropriate style for a task.</p> <p>- In non-narrative material, use paragraphs to group related material and organisational devices such as headings, sub-headings, bullet points and captions to aid presentation</p> <p>- In narrative writing, create settings, character descriptions and cohesive and imaginative plots.</p>	<p>- Use the articles a and an accurately e.g. a boy, an apple</p> <p>- Use conjunctions (when, before, after, while, so, because), adverbs (then, next, soon, therefore) and prepositions (during, before, after, in, because of) to express time, place and cause</p> <p>- Use inverted commas to punctuate direct speech</p> <p>- Use apostrophes to indicate possession</p> <p>- Use apostrophes to mark plural possession</p> <p>- Use a comma after a fronted adverbial</p> <p>- Use of the present perfect form of verbs, e.g. he has gone out to play</p> <p>- Understand the grammatical difference between plural and possessive – s</p> <p>- Use standard English forms of verb inflections (<i>we were</i>, instead of <i>we was</i>)</p> <p>- Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</p>	<p>Diary Letter Recount Story Explanation Persuasive writing Narrative Recount Explanation Information text Letter Diary Non-chronological report Narrative recount Character description Instructions Poetry Descriptive paragraphs</p>
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			<ul style="list-style-type: none"> - Use similes and metaphors in descriptive writing. - Assess the effectiveness of their own and others writing and suggest improvements. - Suggest changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - Proof-read for spelling and punctuation errors - Read aloud their own writing using appropriate intonation and volume so that the meaning is clear. 	<ul style="list-style-type: none"> - Use the appropriate choice of pronoun or noun within and across sentences to avoid repetition and aid cohesion - Use the correct punctuation for direct speech, for example a comma after the reporting clause. <p>Terminology Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, inverted commas, determiner, pronoun, possessive pronoun, adverbial, consonant, vowel.</p>	
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<p>Year 5/6</p>	<p>- See Year 5 and Year 6 spelling overviews</p> <p>Transcription Write from memory sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>- Writing is legible and fluent. (Quality may not be maintained at speed.)</p> <p>- Correct choice is made about whether to join handwriting or print letters e.g. to label a diagram.</p>	<p>- Identify the audience for and purpose of the writing, select the appropriate form and use similar writing as models for their own</p> <p>- Note and develop initial ideas, draw on reading and research</p> <p>- In narrative, consider how other authors have developed characters and settings in books, plays and films</p> <p>- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>- In narratives, describe settings, characters and atmosphere, using dialogue to convey character and advance action</p> <p>- Use a wide range of devices to build cohesion within and across paragraphs</p> <p>- Use organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining)</p>	<p>- Use relative clauses beginning with which, where, who, when, whose, that or an omitted pronoun</p> <p>- Use adverbs and modal verbs to indicate degrees of possibility e.g. perhaps, surely</p> <p>- Link ideas across paragraphs using adverbials of time, (e.g. later), place, (e.g. nearby) and number (e.g. secondly), or tense choices, (e.g. he <i>had</i> seen her before.)</p> <p>- Recognise vocabulary and structures that are appropriate for formal speech, including subjunctive forms</p> <p>- Use passive forms to affect the presentation of information in a sentence</p> <p>- Use the perfect form of verbs to mark relationships of time and cause</p> <p>- Use expanded noun phrases to convey information concisely</p> <p>- Use semi-colons, brackets, dashes or commas to indicate parenthesis</p> <p>- Use a colon to indicate a list</p>	<p>Formal letter Explanation text Narrative Non-chronological report Poetry Biography Persuasion texts Newspaper report Balanced argument Poetry Play script Informal letter Instructions Information text Recount Explanation text Newspaper report Persuasion texts Play script Informal letter</p>
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			<ul style="list-style-type: none"> - Assess the effectiveness of their own and others' writing - Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning - Ensure the consistent and correct use of tense throughout a piece of writing - Ensure correct subject/verb agreement when using singular and plural, distinguish between the language of speech and writing and choosing the appropriate register - Proof read for spelling and punctuation errors 	<ul style="list-style-type: none"> - Punctuate bullet points consistently - Use commas to clarify meaning - Use hyphens to avoid ambiguity <p>Terminology Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet point.</p>	
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