**Whole School Progression in Writing**

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|  | **EYFS** | | **KS1** | | | | **KS2** | | | | | | | |
| **Reception** | | **Year 1** | | **Year 2** | | **Year 3** | | **Year 4** | | **Year 5** | | **Year 6** | |
| **Composition** | **Planning, Writing and Editing** | To link statements and sticks to a main theme or intention.  To use talk to organise, sequence and clarify thinking, ideas, feelings and events.  To introduce a storyline or narrative into their play.  To play cooperatively as part of a group to develop and act out a narrative.  To develop their own narratives and explanations by connecting ideas or events.  To write own name and other things such as labels, captions.  To attempt to write short sentences in meaningful contexts.  To begin to say out loud what they are going to write about.  To begin to compose a sentence orally before writing it.  To write simple sentences which can be read by themselves  and others. Some words are spelt correctly and others are phonetically plausible. | | To say out loud what they are going to write about.  To compose a sentence orally before writing it.  To sequence sentences to form short narratives.  To discuss what they have written with the teacher or other pupils.  To reread their writing to check that it makes sense and to independently begin to make changes.  To read their writing aloud clearly enough to be heard by others.  To use adjectives to describe. | | To write narratives about personal experiences and those of others (real and fictional).  To write about real events.  To write simple poetry.  To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary  To encapsulate what they want to say, sentence by sentence.  To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.  To reread to check that their writing makes sense and that the correct tense is used throughout.  To proofread to check for errors in spelling,  grammar and punctuation. | | To begin to use ideas from their own reading and modelled examples to plan their writing.  To proofread their own and others’ work to check for errors (with increasing accuracy) and to make improvements.  To begin to organise their writing into paragraphs around a theme.  To compose and rehearse sentences orally (including dialogue). | | To compose and rehearse sentences orally (including dialogue), progressively building a varied and  rich vocabulary and an increasing range of sentence structures.  To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.  To proofread consistently and amend their own and others’ writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion. | | To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.  To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.  To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.  To consistently link ideas across paragraphs.  To proofread their work to assess the effectiveness of their own and others’ writing and to make necessary corrections and improvements. | | To note down and develop initial ideas, drawing on reading and research where necessary.  To use further organisational and presentational devices to structure text and to guide the reader.  To use a wide range of devices to build cohesion within and across paragraphs.  To habitually proofread for spelling and punctuation errors.  To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.  To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing. | |
|  | **Awareness of Audience, Purpose and Structure** | To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.  To use language to imagine and recreate roles and experiences in play situations.  To express themselves effectively, showing awareness of listeners’ needs. | | To use a number of simple features of different  text types and to make relevant choices about subject matter and appropriate vocabulary choices.  To start to engage readers by using adjectives to describe. | | To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.  To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.  To read aloud what they have written with  appropriate intonation to make the meaning clear. | | To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  To begin to use the structure of a wider range of text types.  To make deliberate ambitious word choices to add detail.  To create settings, characters and plot in narratives. | | To write a range of narratives and non-fiction pieces using a consistent and appropriate structure.  To write a range of narratives that are well- structured and well-paced.  To create detailed settings, characters and plot in narratives to  engage the reader and to add atmosphere.  To begin to read aloud their own writing, to a group or the whole  class, using appropriate intonation and to control the tone and volume so that the meaning is clear. | | To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.  To describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.  To regularly use dialogue to convey a character and to advance the action.  To perform their own compositions confidently using appropriate intonation, volume  and movement so that meaning is clear. | | To 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  To distinguish between the language of speech and writing and to choose the appropriate level of formality.  To select vocabulary and grammatical structures that reflect what the writing requires. | |
| Vocabulary, Grammar and Punctuation | Sentence Construction and Tense | To answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.  To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.  To use simple sentence structures | | To use grammatically correct sentence structures. | | To use the present tense and the past tense mostly correctly and consistently.  To form sentences with different forms: statement, question,  exclamation, command.  To use some features of written Standard English. | | To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.  To use ‘a’ or ‘an’ correctly throughout a piece of writing. | | To always maintain an accurate tense throughout a piece of writing.  To always use Standard English verb inflections accurately. | | To use a range of adverbs and modal verbs to indicate degrees of possibility.  To ensure the consistent and correct use of tense throughout all pieces of writing. | | To ensure the consistent and correct use of tense throughout all pieces  of writing, including the correct subject and verb agreement when using singular and plural. | |
| Use of Phrases or Clauses | To begin to use more complex sentences to link thoughts when speaking. | | To use the conjunction ‘and’ to link ideas and sentences.  To begin to form simple compo­­und sentences. | | To use co-ordination  To use some subordination.  To use expanded noun phrases to describe and specify. | | To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions.  To use a range of conjunctions, adverbs and prepositions to show time, place and cause. | | To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.  To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases.  To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition. | | To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials, place adverbials and number.  To use relative clauses beginning with a relative pronoun with confidence. | | To use the subjunctive form in formal writing.  To use the perfect form of verbs to mark relationships of time and cause.  To use the passive voice.  To use question tags in informal writing. | |
|  | Punctuation | To use a capital letter for their own name.  To begin to use full stops to end sentences and capital letters to start them.  To use finger gaps accurately most of the time. | | To use capital letters for names, places, the days of the week and the personal pronoun ‘I’.  To use finger gaps accurately.  To use full stops to end sentences.  To begin to use question marks and exclamation marks. | | To use the full range of punctuation taught at key stage 1 mostly correctly. | | To use the full range of punctuation from previous year groups.  To punctuate direct speech accurately, including the use of inverted commas. | | To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.  To consistently use apostrophes for singular and plural possession. | | To use commas consistently to clarify meaning or to avoid ambiguity.  To use brackets, dashes or commas to indicate parenthesis. | | To use the full range of punctuation taught at key stage 2 correctly, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity. | |
| Use of Terminology | .  To show an understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action, selecting the correct picture or using in their speech or writing. | | To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark. | | To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma. | | To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate  clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks). | | To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial. | | To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity. | | To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen,  colon, semi-colon and bullet points. | |
|  | Handwriting | To handle equipment and tools effectively, including pencils for writing.  To show a preference for a dominant hand.  To hold a pencil near point between first two fingers and thumb, and uses it with good control.  To give meaning to marks they make as they draw, write and paint.  To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.  To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.  To write simple sentences which can be read by themselves and others. | | To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.  To form digits 0-9.  To understand which letters belong to which handwriting ‘families’  and to practise these. | | To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.  To form lower case letters of the correct size, relative to one another.  To use spacing between words that reflects the size of the letters. | | To use a neat, joined handwriting style with increasing accuracy and speed. | | To increase the legibility, consistency and quality of their handwriting. | | To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.  To be clear about what standard of handwriting is appropriate for a particular task. | | To 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;  - choosing the writing implement that is best suited for a task. | |
|  | Joining Letters |  | | To begin to join phonemes (when developmentally ready) | | To begin to use the diagonal and horizontal strokes needed to join letters. | | To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined. | | To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency. | | To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way. | | To recognise when to use an unjoined style and capital letters. | |