

## Writing: Progression Grid



The areas of EYFS that prepare children for the National Curriculum programmes of study.

### Writing: Transcription Spelling

#### Phonics and Spelling Rules

Reception	Literacy	<ul style="list-style-type: none"> <li>• Spell words by identifying the sounds and then writing the sound with the letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</li> </ul>
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### Writing: Transcription Handwriting

#### Letter Formation, Placement and Positioning

Reception	Physical Development	<ul style="list-style-type: none"> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> </ul>
	Literacy	<ul style="list-style-type: none"> <li>• Form lower case and capital letters correctly.</li> </ul>
ELG	Physical Development	<ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> </ul>
	Literacy	<ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> </ul>

## Writing: Composition

### Planning, Writing and Editing

Reception	Communication and Language		<ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>
	Literacy		<ul style="list-style-type: none"> <li>• Form lower case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with the letter/s.</li> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</li> <li>• Re-read what they have written to check it makes sense.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>• Develop storylines in their pretend play.</li> </ul>
ELG	Literacy	Writing	<ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed.</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>
	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and teachers.</li> </ul>

## Awareness of Audience, Purpose and Structure

Reception	Communication and Language		<ul style="list-style-type: none"><li>• Learn new vocabulary.</li><li>• Use new vocabulary throughout the day.</li><li>• Describe events in some detail.</li><li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li><li>• Develop social phrases.</li><li>• Use new vocabulary in different contexts.</li></ul>
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"><li>• Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</li><li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li><li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li></ul>

## Writing: Vocabulary, Grammar and Punctuation

### Sentence Construction and Tense

Reception	Communication and Language		<ul style="list-style-type: none"><li>• Learn new vocabulary.</li><li>• Use new vocabulary throughout the day.</li><li>• Articulate their ideas and thoughts in well-formed sentences.</li><li>• Connect one idea or action to another using a range of connectives.</li></ul>
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ELG	Communication and Language	Speaking	<ul style="list-style-type: none"><li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li><li>• Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</li></ul>
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Use of Phrases and Clauses			
Reception	Communication and Language		<ul style="list-style-type: none"> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> </ul>
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>• Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</li> </ul>
Poetry and Performance			
Reception	Communication and Language		<ul style="list-style-type: none"> <li>• Engage in storytimes.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Learn rhymes, poems and songs.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Develop storylines in their pretend play.</li> </ul>
ELG	Literacy	Comprehension	<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> </ul>
	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>
		Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with their peers and their teacher.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</li> </ul>

Non-Fiction			
Reception	Communication and Language		<ul style="list-style-type: none"> <li>Engage in non-fiction books.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>
	Literacy	Comprehension	<ul style="list-style-type: none"> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>

## Key Stage One and Two

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Composition</b>	<p>Can say out loud what they are going to write about</p> <p>Orally rehearses sentences before writing</p> <p>Begins to sequence sentences to form short narratives</p> <p>Writing can be read without requiring mediation from the child</p> <p>Uses mainly single and co-ordinating multiclaue sentences</p> <p>May use adjectives to describe size and colour</p> <p>Read back their writing clearly</p> <p>Can identify if writing makes sense and starts to suggest improvements with prompting</p>	<p>Says out loud what they are going to write about and plans ideas on paper</p> <p>Writes down ideas and key words, including new vocabulary and may use a planning frame</p> <p>Writes simple, coherent narratives about personal experiences and those of others</p> <p>Writes effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p> <p>Maintains form when writing poetry</p> <p>Uses a wide range of single, co-ordinating and subordinating multi-clause sentences</p> <p>Uses adventurous</p>	<p>Plans extended writing by discussing and recording ideas with increasing independence</p> <p>Plans ideas and vocabulary with increasing independence, using planning frames</p> <p>Writes a variety of longer and shorter pieces of narrative, non-fiction and poetry using many features of selected forms</p> <p>Creates settings and characters in narrative</p> <p>Uses a range of single clause, co-ordinating and subordinating multi-clause sentences with some variety of conjunctions</p> <p>Begins to use some ambitious vocabulary (verbs and adverbials)</p>	<p>Plans extended written pieces using vocabulary and grammar influenced by other writers when discussing and recording ideas</p> <p>Uses planning frames and models independently</p> <p>Writes a variety of longer and shorter pieces of narrative, non-fiction and poetry for a range of purposes and audiences, demonstrating many appropriate features of the genre or text type</p> <p>Creates varied settings, characters and plots in narrative</p> <p>Uses a wide range of sentence structures and conjunctions</p> <p>Starts to make some deliberate as well as ambitious choices of</p>	<p>Draws ideas for charatcers or settings in narrative from what they have read, listened to or seen performed</p> <p>Reseraches ideas when writing non-fiction</p> <p>May identify the audience and purpose for writing with support</p> <p>Uses appropriate planning models independently and effectively</p> <p>Uses the drafting process to make choices of grammar and vocabulary to clarify and enhance meaning, including use of a thesaurus</p> <p>Writes a variety of longer and shorter pieves of narrative, non-fiction and poetry for a range of purposes and audiences, using most features of</p>	<p>Independently draws ideas for both characters and settings in narrative from what has been rea, listened to or seen performed</p> <p>Independently identifies audience and purpose for writing</p> <p>Reseraches ideas, especially in non-fiction</p> <p>Uses a wide range of planning models, appropriate to form, selecting the most effective</p> <p>Writes effectively for a range of purposes and audiences, selecting the appropriate from and drawing independently on what they have read as models for their own writing</p> <p>Effectively adds detail, qualification and precision by</p>

		<p>and varied vocabulary (adjectives, adverbs)</p> <p>Evaluates the effective use of word choice, grammar and punctuation and makes some revisions and corrections</p> <p>Makes simple additions, revisions and proof-reading corrections to their own writing</p> <p>Edits verbs for tense to indicate time, including the progressive tense</p>	<p>Proof-reads own and others' writing and assesses its effectiveness, editing for grammar, vocabulary, spelling and punctuation, making improvements</p> <p>Reads aloud their own writing to a group or the whole class and starts to use intonation so that the meaning is clear</p> <p>Edits for correct and consistent tense</p>	<p>vocabulary</p> <p>Proof-reads own and others' writing and evaluates its effectiveness, editing for grammar, vocabulary, spelling and punctuation, making appropriate changes to improve cohesion, including using pronouns to avoid repetition</p> <p>Reads aloud their own writing to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Edits for correct and consistent tense, including editing of the present perfect</p>	<p>the genre or text type appropriately</p> <p>Varies sentence structures and makes some deliberate decisions about sentence lengths</p> <p>Makes deliberate and appropriate vocabulary choices</p> <p>Uses dialogue independently to begin to provide more information about characters</p> <p>Assess effectiveness, evaluates and edits writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and to clarify meaning within own and others' writing</p> <p>Edits for correct subject-verb agreement when using singular and plural</p> <p>Edits for correct, consistent and appropriate tense in writing including the present, past,</p>	<p>using adverbs, prepositional phrases and expanded noun phrases</p> <p>Precises longer passages appropriately</p> <p>Makes deliberate choices to use a wide range of clause structures and sentence lengths and varies their position within the sentence, understanding the effect this has on the audience</p> <p>Makes deliberate and informed vocabulary choices (using a thesaurus when appropriate)</p> <p>Describes settings, characters and atmosphere in narratives</p> <p>Integrates dialogue in narratives to convey characters and advance action</p> <p>Assesses effectiveness, evaluates and edits writing, proposing changes to the vocabulary, grammar and</p>
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					<p>progressive and perfect tenses</p>	<p>punctuation to enhance effects and clarify meaning within own and others' writing</p> <p>Edits for correct subject-verb agreement when using singular and plural</p> <p>Edits for consistent, correct and appropriate use of tense throughout a piece of writing, especially when varying tense within a piece of writing, e.g. flashbacks</p>
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Writing Skills Progression Grid						
Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Punctuation</b>	<p>Punctuates many sentences using a capital letter and a full stop.</p> <p>Sometimes uses a question mark or an exclamation mark.</p> <p>Uses a capital letter for the names of people, places, the days of the week and the personal pronoun</p>	<p>Uses capital letters, full stops, exclamation marks and question marks to demarcate sentence boundaries.</p> <p>Uses commas to separate items in lists.</p> <p>Uses capital letters for almost all proper nouns.</p>	<p>Uses the full range of punctuation taught to the end of year 3 almost always correctly: full stops; capital letters for proper nouns; exclamation and question marks; commas in lists.</p> <p>Uses inverted commas to punctuate direct speech.</p>	<p>Uses the full range of punctuation taught to the end of year 3 almost always correctly: full stops; capital letters for proper nouns; exclamation and question marks; commas in lists; apostrophes for contractions and singular and plural possession in</p>	<p>Uses the full range of punctuation taught to the end of year 4 almost always correctly: full stops; capital letters for proper nouns; exclamation and question marks; commas in lists and after fronted adverbials; apostrophes for contractions and</p>	<p>Uses the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, uses such punctuation precisely to enhance meaning and avoid ambiguity.</p>

	'l.	Spells most words with contracted forms and uses apostrophes for some singular possession in nouns.	Uses apostrophes for contractions and singular possession in nouns mostly accurately, including some irregular words.	regular and irregular nouns.  Almost always follows a fronted adverbial with a comma.  Uses inverted commas mostly accurately and places a comma after a reporting clause (where appropriate) to punctuate direct speech.  Uses the possessive apostrophe in singular and plural nouns, including nouns with irregular plurals.	singular and plural possession in regular and irregular nouns.  Uses commas to clarify meaning and avoid ambiguity within writing.  Uses brackets, dashes and commas for parenthesis.  Uses the full range of punctuation for direct speech accurately and may also use inverted commas for quotations, where appropriate.	Consistently, correctly and appropriately uses: brackets, dashes or commas (for parenthesis); commas (to clarify meaning or avoid ambiguity); colons and semi-colons (in lists); hyphens (to avoid ambiguity); and bullet points.  Uses colons and semi-colons to mark the boundary between independent clauses and may also use dashes in less formal writing.
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### Writing Skills Progression Grid

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Grammar</b>	Leaves spaces between words  Adds suffixes to verbs where no change is needed to the root words (helping, helped, helper)	Forms nouns using suffixes (appendix 1)  Uses varied and adventurous adjectives, adverbs and expanded noun phrases to	Uses words that come from the same word families (solve, solution, solver)  Uses a wide range of ambitious adjectives, adverbs	Uses standard English forms for verb inflections instead of local spoken forms (we were/I did)  Creates noun phrases in a variety	Converts nouns or adjectives into verbs using suffixes  Uses relative clauses using a range of relative pronouns (or an	Understands and uses formal and informal vocabulary depending on context  Uses passive mostly appropriately, e.g.

	<p>Uses regular plural noun suffixes -s or -es</p> <p>Uses some simple adjectives to build noun phrases, e.g. size or colour</p> <p>Joins words and clauses using and</p> <p>May begin to use other coordinating and subordinating conjunctions, e.g. but and because</p> <p>Sometimes marks the beginning or ending of writing using story language, e.g. Once upon a time or happily ever after</p> <p><b>Terminology:</b> letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>	<p>describe</p> <p>Uses co-ordination and some subordination to join clauses</p> <p>Writes using the correct form of past and present tense, including progressive in some writing</p> <p>Uses sentences with different forms (statements, questions, explanations and commands)</p> <p>Writing has a clear beginning, middle and end</p> <p><b>Terminology:</b> noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past and present) apostrophe, comma</p>	<p>and expanded noun phrases to describe and specify</p> <p>Use verbs as adjectives to specify (<i>The sobbing child</i>)</p> <p>Uses the present perfect form of verbs</p> <p>Expresses time, place and cause using conjunctions, adverbs and prepositions</p> <p>Uses adverbs and adverbial phrases to sequence time, identify place or describe manner</p> <p>Usually uses simple paragraphs</p> <p><b>Terminology:</b> preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas</p>	<p>of ways</p> <p>Writes using a variety of verb tenses appropriate to form (progressive, present perfect, simple past and present)</p> <p>Expresses time, place and cause by using a wide variety of conjunctions, adverbs and prepositions</p> <p>Creates cohesion by using a wide range of adverbials</p> <p>Uses pronouns to avoid repetition of nouns</p> <p>Mostly uses paragraphs in fiction and non-fiction</p> <p>Uses some organisational devices in non-narrative writing</p> <p><b>Terminology:</b> determiner, pronoun, possessive pronoun, adverbial</p>	<p>implied relative pronoun)</p> <p>Modifies and specifies noun phrases, for example by using adverbs (<i>the extremely tall teacher</i>)</p> <p>Uses a variety of appropriate verb tenses</p> <p>Uses modal verbs</p> <p>Organises paragraphs to develop and expand some ideas</p> <p>Uses a range of organisational devices in non-narrative writing</p> <p>Uses cohesive devices within and across paragraphs including pronouns, repetition of a word or phrase, tense and adverbials</p> <p><b>Terminology:</b> modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>to change perspective in journalistic writing or to create suspense in stories</p> <p>Selects verb forms for meaning and effect</p> <p>Distinguishes between the language of speech and writing and chooses the appropriate register.</p> <p>Uses paragraphs to organise and expand ideas, descriptions, themes or events, varying the length to build purpose</p> <p>Uses varied layout devices</p> <p>Links ideas confidently and consistently within and across paragraphs, using a wide range of cohesive devices</p> <p><b>Terminology:</b> subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points.</p>
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### Writing Skills Progression Grid

Skill	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Transcription</b> (spelling and handwriting)	<p>Spells words containing each of the 40+ phonemes and common exception words</p> <p>Uses the spelling rules for Year 1 accurately (NC appendix one)</p> <p>Sits correctly at a table, holding a pencil comfortably and correctly and forms lower case, capitals and digits 0-9 correctly</p> <p>Understands which letters belong to which handwriting 'families'</p>	<p>Segments spoken words into phonemes and represents these by graphemes, spelling most correctly</p> <p>Spells most common exception words from appendix 1</p> <p>Uses a dictionary to check the spelling of words, using the first letter of a word</p> <p>Adds suffixes to spell most words correctly in their writing including -ment, -ness, -ful, -less and -ly</p> <p>Uses most of the spelling rules for Years 1 &amp; 2 (NC appendix 1)</p> <p>Uses the diagonal and horizontal strokes needed to join some letters</p> <p>Writes capital letters and digits of the correct size,</p>	<p>Applies phonological knowledge to spell most regular words accurately</p> <p>Spells words using the spelling rules for Years 1 &amp; 2 and some of the rules for Years 3 &amp; 4 (NC appendix one)</p> <p>Uses a dictionary to check the spelling of words, starting to use the first two letters of a word</p> <p>Maintains consistency in spacing and size of words throughout most writing</p> <p>Diagonal and horizontal strokes are used consistently to join letters where appropriate</p>	<p>Spells words using the spelling rules for Years 1 &amp; 2 and almost all of the rules for Years 3 &amp; 4 (NC appendix one)</p> <p>Uses a dictionary to check the spelling of words, using the first three letters of a word</p> <p>Uses understanding of word families and root words to spell correctly words related in form and meaning</p> <p>Writes legibly, consistently and with increasing quality</p> <p>Uses diagonal and horizontal strokes consistently to join letters with an understanding that some adjacent letters may be best left un-joined</p>	<p>Spells words using the spelling rules for Years 1, 2, 3, 4 and some of the rules for Years 5 &amp; 6 (NC appendix one)</p> <p>Uses the first three (plus) letters of a word to check its spelling and meaning in a dictionary</p> <p>Distinguishes between homophones and other words that are often confused and spells words with silent letters</p> <p>Maintains legible, fluent handwriting when writing at efficient speed</p>	<p>Spells words using the spelling rules for Years 1, 2, 3, 4 and almost all of the rules for Years 5 &amp; 6 (NC appendix one)</p> <p>Uses a dictionary to check the spelling of uncommon or more ambitious vocabulary</p> <p>Maintains legible, fluent handwriting when writing at efficient speed</p>

		orientation and relationship to one another				
		Holds a pencil comfortably and correctly				