

Writing Progression in knowledge, skills and understanding

EYFS / Year R

Development Matters – Reception Statements– Literacy

Writing-specific statements in **bold**.

Read individual letters by saying the sounds for them.

Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.

Read some letter groups that each represent one sound and say sounds for them.

Read a few common exception words matched to the school's phonic programme.

Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.

Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

Form lower case and capital letters correctly.

Spell words by identifying the sounds and then writing the sounds with letter/s.

Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.

Re-read what they have written to check that it makes sense.

EYFS Framework (2021) – Early Learning Goal for Writing

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.

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Spelling	<p>Physical development – holds a pencil between thumb and two fingers</p> <p>Begin to use adjectives and verbs that begin with the prefix un-, spelling many correctly</p> <p>Use their Phase 2, Phase 3, Phase 4 and Phase 5 phonic knowledge, to write words in ways which match their spoken sounds – many being spelt correctly and other being phonetically plausible</p> <p>Add the suffixes -ing, -ed, -er, -est to spell many words correctly</p> <p>Add the regular plural noun suffixes -s or -es</p> <p>Spell most Y1 common exception words taught</p> <p>Consistently use their Phase 2, Phase 3, Phase 4, Phase 5 and phases 6 phonic knowledge and their prefix and suffix knowledge to write words in ways which match their spoken sounds, spelling most words correctly</p>	<p>The pupil can, after discussion with the teacher:</p> <p>segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</p> <p>spell many common exception words</p> <p>spell most common exception words</p> <p>add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)</p>	<p>Spell most words correctly, adding prefixes and suffixes appropriately and spelling most common exception words correctly (KS1 and Y3)</p> <p>Spelling the correct form of homophones</p> <p>Spell most words correctly</p>	<p>Spell most words correctly, adding prefixes and suffixes appropriately and spelling most common exception words correctly (KS1 and Y3/4)</p> <p>Spelling the correct form of homophones</p>	<p>Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1, Y3/4 and some Y5/6)</p> <p>Spell some words with silent letters</p>	<p>Spell most words correctly (year 3 and 4)</p> <p>Spell most words correctly (year 5 and 6) and use a dictionary to check unusual / ambitious vocabulary</p>

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Handwriting</u>	<p>Form many lower case and capital letters accurately</p> <p>Write with many letters accurate in shape and size, including capital letters and digits</p> <p>Use spacing between words</p>	<p>The pupil can, after discussion with the teacher:</p> <p>form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>use spacing between words that reflects the size of the letters.</p> <p>use the diagonal and horizontal strokes needed to join some letters.</p>	<p>Use the diagonal and horizontal strokes needed to join some letters</p> <p>Produce legible, joined handwriting</p>	<p>Produce legible, joined handwriting</p> <p>Consistently produce legible, joined handwriting</p>	<p>Consistently produce legible handwriting, with increasing speed</p>	<p>Maintain legibility, fluency and speed in joined handwriting</p>

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Composition</u>	<p>Write a sequence of sentences to form short narratives, including personal experiences and those of others (real or fictional)</p> <p>Write sentences that can be read by themselves and/or others (without punctuation)</p> <p>Use the joining word 'and'</p> <p>Re-read writing to check that it makes sense</p> <p>Read aloud their writing to each other and the teacher</p> <p>Always think of the reader when they write, making precise word choices</p>	<p>The pupil can, after discussion with the teacher:</p> <p>write simple, coherent narratives about personal experiences and those of others (real or fictional)</p> <p>write about real events, recording these simply and clearly</p> <p>The pupil can, after discussion with the teacher:</p> <p>write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p> <p>make simple additions, revisions and proof-reading corrections to their own writing</p>	<p>Write for both fictional and non-fictional purposes, drawing on their reading to inform the vocabulary and grammar of their writing</p> <p>Describe settings and characters using expanded noun phrases</p> <p>Make simple additions, revisions and proof-reading corrections to their own writing</p> <p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader, e.g. use of the first person in a diary; direct address in instructions and persuasive writing</p> <p>Use dialogue sparingly to that it effectively adds detail to the writing</p>	<p>Write for both fictional and non-fictional purposes, with a growing awareness of the reader</p> <p>Use expanded noun phrases to develop detailed descriptions of settings, characters and plot</p> <p>Make simple additions, revisions and proof-reading corrections to their own writing</p> <p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader, e.g. use of the first person in a diary; direct address in instructions and persuasive writing</p>	<p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. use the first person in a diary; direct address in instructions and persuasive writing)</p> <p>Begin to distinguish between a formal and informal tone</p> <p>In narratives, describe settings and characters and begin to create atmosphere and integrate dialogue to create character and advance the action</p>	<p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. use the first person in a diary; direct address in instructions and persuasive writing)</p> <p>In narratives, describe settings, characters and atmosphere</p> <p>In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings and bullet points)</p> <p>Integrate dialogue in narratives to convey character and advance the action</p> <p>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 (e.g. literary language, characterisation, structure)</p> <p>Distinguish between the language of speech and writing and choose the appropriate register</p>

Vocabulary, grammar and punctuation

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	<p>Use capital letters and full stops to demarcate some sentences accurately</p> <p>Use capital letters for proper nouns</p> <p>Use question marks to demarcate some sentences</p> <p>Use exclamation marks to demarcate some sentences</p> <p>Always know when to use the joining word 'and' in a sentence, using it appropriately and sparingly</p> <p>Consistently use the full range of punctuation taught by the end of Y1, mostly accurately and sparingly</p>	<p>The pupil can, after discussion with the teacher: demarcate most sentences in their writing with capital letters and full stops</p> <p>use question marks correctly when required</p> <p>use present and past tense mostly correctly and consistently</p> <p>use co-ordination (e.g. or / and / but) to join clauses</p> <p>use some subordination (e.g. when / if / that / because) to join clauses</p> <p>use the punctuation taught at key stage 1 mostly correctly:</p> <ul style="list-style-type: none"> -Capital letters -Full stops -Question marks -Exclamation marks -Commas to separate items in a list -Apostrophes to mark where letters are missing in spelling -Apostrophes to mark singular possession in nouns [e.g., the girl's name] 	<p>Use co-ordinating and subordinating conjunctions, e.g. when / if / because / although</p> <p>Use adverbs and prepositions to express time and place</p> <p>Use correct tense consistently, including the present perfect tense</p> <p>Begin to use paragraphs to organise and structure writing</p> <p>Maintain standard English forms correctly, e.g. using a / an correctly</p> <p>Use simple organisational devices (e.g. headings or sub-headings) appropriately</p> <p>Use the full range of punctuation taught at KS1 and in Y3, mostly correctly</p> <p>Begin to use inverted commas to punctuate speech</p> <p>Indicate possession by using the possessive apostrophe with plural nouns, e.g. the boys' (more than one boy) shoes were all muddy.</p> <p>Use a dictionary.</p> <p>Use a wide range of subordinating conjunctions within and across sentences</p>	<p>Use a range of co-ordinating and subordinating conjunctions</p> <p>Use fronted adverbials</p> <p>Use present, past and perfect tense verb forms accurately</p> <p>Use pronouns and nouns to aid cohesion and avoid repetition</p> <p>Use paragraphs or sections to organise and structure according to purpose and audience</p> <p>Use the full range of punctuation taught in KS1 and so far in KS2, mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession)</p> <p>Indicate possession by using possessive apostrophes with irregular plurals</p> <p>Maintain standard English forms correctly, e.g. I was (not I were), should have (not should of)</p> <p>Consistently use dialogue sparingly to that it effectively adds detail to the writing</p>	<p>Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs</p> <p>Use expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase</p> <p>Use relative clauses, sometimes omitting the relative pronoun</p> <p>Use a wide range of clause structures, sometimes varying their position within the sentence</p> <p>Use modal verbs to indicate possibility</p> <p>Use verb tenses mostly consistently and correctly throughout their writing</p> <p>Use the full range of punctuation taught at KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in a list, commas after fronted adverbials, apostrophes for contraction and possession, inverted commas and other speech punctuation)</p>	<p>Select vocabulary and grammatical structures that reflect what the writing requires, mostly correctly (e.g. contracted forms in narrative dialogues; passive verbs to affect how information is presented; modal verbs to suggest degrees of possibility)</p> <p>Use paragraphs to organise ideas</p> <p>Use a range of cohesive devices (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</p> <p>Use verb tenses consistently and correctly throughout their writing</p> <p>Use mostly correctly:</p> <ul style="list-style-type: none"> -capital letters -full stops -questions marks -exclamation marks -apostrophes for contraction -inverted commas -commas for clarity -punctuation for parenthesis () - - , , -semi-colons -dashes -colons -hyphens -ellipsis <p>Exercise an assured and conscious control over levels of formality, particularly</p>

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			<p>Use adverbs and prepositions to express cause, e.g. as a result, otherwise, furthermore</p> <p>Use a range of precise vocabulary (nouns, verbs, adjectives)</p> <p>Accurately use the full range of punctuation taught at KS1 and in Y3</p>	<p>Consistently use a range of conjunctions to support cohesion in the writing</p> <p>Use a range of precise, varied and rich vocabulary (nouns, verbs, adjectives)</p> <p>Consistently use the full range of punctuation taught at KS1 and in Y3-4, mostly correctly, including: inverted commas, apostrophes to mark plural possession in nouns and commas for fronted adverbials</p>	<p>Use commas for clarity, mostly correctly</p> <p>Use some punctuation for parenthesis (brackets, commas, dashes)</p> <p>Use a : to introduce a list</p> <p>Hyphenate words to avoid ambiguity</p> <p>Propose change to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Integrate dialogue in narratives to create character and advance the action</p> <p>Select precise vocabulary and grammatical structures that reflect the level of formality required, mostly correctly</p> <p>Know how to make writing succinct, by using precise grammar and punctuation to engage the reader, sometimes showing and not telling</p> <p>Use the range of punctuation taught, correctly and appropriately</p>	<p>through manipulating grammar and vocabulary to achieve this</p> <p>Use the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity</p>