



Writing Progression

- Shows a preference for dominant hand
- Draws lines and circles using gross motor movements
- Holds pencil near the point between first two fingers and thumb and uses it with good control
- Begins to break the flow of speech into words
- Continues a rhyming string
- Can segment sounds in simple words and blend them together for writing including CCVCC, CVCCC and CCCVC words (Unit 10 Sounds- Write)
- Link sounds to letters, naming and sounding the letters of the alphabet
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence
- Writes own name and other things such as labels and captions
- Attempts to write short sentences in meaningful contexts
- Can form recognisable letters

Key Vocabulary

- Letter
- Sound
- Phoneme
- Digraph
- Trigraph
- Sentence
- Word
- Finger space
- Full stop
- Capital letter
- Blend
- Segment

EYFS

Year 1	Text	Sentence	Punctuation
	<ul style="list-style-type: none"> • Use spaces between words • Write lists, captions and labels • Sequence sentences to form short narratives 	<ul style="list-style-type: none"> • Know how words combine to make sentences • Understand and orally use a variety of grammatical structures • Join words and clauses using 'and' • Use 'because' orally to develop reasoning and justify • Begin to use a few time words to aid sequencing e.g. first, next, one day • Use present tense • Use past tense • Orally compose a sentence before writing 	<ul style="list-style-type: none"> • Begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences • Use capital letters for names, days of the week, places and the personal pronoun 'I' • Separate words with spaces
	Word	Composition	Terminology
	<ul style="list-style-type: none"> • Spell regular plural noun suffixes • Spell suffixes that can be added to verbs where no change in spelling is needed (adding -ed) • Spell words by adding the prefix – un and suffixes -er, -est and -ing • Spell common exception words accurately including was, were, are and am • Spell days of the week • Use letter names to distinguish between alternative spellings of the same sound • Read back words that they have spelt 	<ul style="list-style-type: none"> • Say out loud what they are going to write about to orally compose a sentence before writing • Sequence ideas • Discuss what they have written with the teacher or other pupils • Re-read what they have written to check it makes sense • Read their writing aloud, clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> • Letter • Capital letter • Word • Singular • Plural • Sentence • Punctuation • Full stop • Question mark • Exclamation mark

Year 2	Text	Sentence	Punctuation
	<ul style="list-style-type: none"> • Write coherently for a range of audiences and purposes, using the features of a genre • Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story • Correct choice and consistent use of tense throughout writing • Write about real events 	<ul style="list-style-type: none"> • Identify different sentence types: statement, question, exclamation and command • Use expanded noun phrases for description and specification • Add more information to a sentence through the use of adverbs ending in –ly • Use subordination and coordination • Use a range of time words to aid sequencing • Use present progressive tense • Use past progressive tense 	<ul style="list-style-type: none"> • Use apostrophes to mark where letters are missing in spelling • Use apostrophes to mark singular possession in nouns • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences • Learn how to use both familiar and new punctuation accurately • Use commas to separate items in a list • Accurately use capital letters for proper nouns
	Word	Composition	Terminology
	<ul style="list-style-type: none"> • Form nouns using suffixes such as -ment, -less, -ness and –er • Form nouns by compounding (e.g. whiteboard) • Spell adjectives using suffixes such as -ful, -less, -er and -est • Use -ly to turn adjectives into adverbs • Use knowledge of adjectives when making correct choice of spelling • Use some features of Standard English 	<ul style="list-style-type: none"> • Plan or say out loud 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 • Evaluate their writing with the teacher and other pupils in order to make simple additions, revisions and corrections • Re-read to check that their writing makes sense • Proofread to check for errors in spelling, grammar and punctuation • Read aloud what they have written with appropriate intonation to make their meaning clear 	<ul style="list-style-type: none"> • Noun/noun phrase • Statement • Question • Exclamation • Command • Compound • Suffix • Adverb • Verb • Tense (past and present) • Apostrophe • Comma

Year 3	Text	Sentence	Punctuation
	<ul style="list-style-type: none"> • Write effectively for some purposes and audiences using some organisational and presentation devices • Write narratives with simple settings, character and plot • Begin to use headings and subheadings to aid presentation • Understand paragraphs as a way to group related material • Use past and present tense consistently and appropriate to genre • Begin to choose appropriate pronouns for clarity, cohesion and to avoid repetition 	<ul style="list-style-type: none"> • Use expanded noun phrases for description and clarification • Use prepositions in phrases • Use an extended range of sentences with more than one clause by using a wider range of conjunctions (when, if, because, although) • Use a range of adverbs and adverbial phrases to add information within a sentence and begin to front sentences using them • Use present perfect tense • Begin to use a range of adverbs and adverbials to begin sentences 	<ul style="list-style-type: none"> • Begin to use apostrophes to mark possession • Begin to understand the difference between plural and possessive -s • Begin to understand how to start a new line for dialogue for a new speaker • Begin to use inverted commas to punctuate direct speech
	Word	Composition	Terminology
	<ul style="list-style-type: none"> • Form nouns using a range of prefixes such as super-, anti- and auto- • Spell word families based on common words, showing how words are related in form and meaning • Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel 	<ul style="list-style-type: none"> • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discuss and record ideas • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • Assess the effectiveness of their own and other's writing, suggesting improvements • Propose changes to grammar and vocabulary to improve consistency • Proofread for spelling and punctuation errors • Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear 	<ul style="list-style-type: none"> • Preposition • Conjunction • Word family • Prefix • Clause • Subordinate clause • Direct speech • Consonant/consonant letter • Vowel/vowel letter • Inverted commas/speech marks

Text	Sentence	Punctuation
<ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, using some organisational and presentational devices appropriate to genre • Write narratives with developed, coherent settings, characters and plots • Use headings and subheadings to aid presentation • Use paragraphs to organise ideas around a theme • Use the past and present tense consistently and appropriate to genre • Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition 	<ul style="list-style-type: none"> • Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases • Use an extended range of sentences with more than once clause by using a wider range of conjunctions, changing the order of clauses within sentences • Use a range of adverbs and adverbial phrases to begin sentences and include a comma afterwards to separate from the rest of the sentence • Use Standard English forms of verb inflections instead of local spoken forms • Use a range of adverbs and adverbial phrases to begin sentences 	<ul style="list-style-type: none"> • Use apostrophes to mark plural possession • Understand the grammatical difference between plural and possessive -s • Start a new line for dialogue for a new speaker • Use inverted commas and other punctuation to indicate direct speech • Use commas after fronted adverbials
Word	Composition	Terminology
<ul style="list-style-type: none"> • Understand the grammatical difference between plural and possessive –s • Double the last consonant before adding a suffix where needed • Use Standard English forms for verb inflections instead of local spoken forms • Consistently use the correct form of ‘a’ and ‘an’ 	<ul style="list-style-type: none"> • Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • Discuss and record ideas • Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • Assess the effectiveness of their own and other’s writing, suggesting improvements • Propose changes to grammar and vocabulary to improve consistency • Proofread for spelling and punctuation errors • Perform their own compositions using appropriate intonation, volume and movement so that meaning is clear 	<ul style="list-style-type: none"> • Determiner • Pronoun • Possessive pronoun • Adverbial

Text	Sentence	Punctuation
<ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, using organisational and presentation devices appropriate to genre • Increase effectiveness of narrative writing by describing characters and settings • Increase the effectiveness of narrative writing by integrating dialogue • Begin to use bullet points to list information • Use a variety of cohesive devices to build cohesion within sentences and paragraphs, including pronouns and adverbials • Link ideas across paragraphs using adverbials of time, place and number • Use tenses consistently and correctly to link ideas 	<ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely • Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • Use adverbs to indicate degrees of possibility • Use a range of conjunctions and adverbials to link, compare and contrast and extend ideas, information and events • Use adverbials to build cohesion across sentences and paragraphs • Use modal verbs to indicate degrees of possibility • Use the perfect form of verbs to mark relationships of time and cause • Maintain tense consistently where shifts in tense may occur 	<ul style="list-style-type: none"> • Use full range of punctuation accurately to demarcate within sentences including apostrophes • Use ellipsis for omission or to suggest a shift in time, place, mood or subject • Use brackets, dashes or commas to indicate parenthesis • Use commas to clarify meaning or avoid ambiguity
Word	Composition	Terminology
<ul style="list-style-type: none"> • Apply knowledge of nouns when differentiating between homophones • Convert nouns and adjectives into verbs using suffixes such as -ate, -ise and -ify • Use verb prefixes such as dis-, de-, mis-, over- and re- • Ensure correct subject and verb agreement when using singular and plural • Distinguish between the language of speech and writing and choosing the appropriate register 	<ul style="list-style-type: none"> • Identify the audience for and purpose of writing, selecting the appropriate form and using other similar writing as models for their own • Note and develop initial ideas, drawing on research and reading where necessary • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Assess the effectiveness of their own and other's writing • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Proofread for spelling and punctuation errors • Perform their own compositions using appropriate intonation, volume and movement and a controlled tone so that meaning is clear 	<ul style="list-style-type: none"> • Modal verb • Relative pronoun • Relative clause • Parenthesis • Bracket • Dash • Cohesion • Ambiguity

Text	Sentence	Punctuation
<ul style="list-style-type: none"> • Write effectively for a range of purposes and audiences, using organisational and presentation devices appropriate to genre • Increase effectiveness of narrative writing by describing characters, settings and atmosphere • Increase the effectiveness of narrative writing by integrating dialogue to convey characters and advance action • Consistently use bullet points to list information • Use headings, subheadings, columns, bullets or tables to aid presentation • Link ideas across paragraphs using a wider range of cohesive devices: pronouns, adverbials, repetition of a word or phrase and ellipsis 	<ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely • Select level of formality needed • Vary length and focus of sentences to express subtleties in meaning and focus on key ideas • Use a variety of simple, compound and complex sentences where appropriate according to the demands of the text type • Use the passive voice to affect the presentation of information of a sentence • Use the perfect form of verbs to mark relationships of time and cause • Use subjunctive forms of verbs to show levels of formality • Maintain tense and person consistently where shifts occur and moves between them with some confidence 	<ul style="list-style-type: none"> • Use full range of punctuation accurately to demarcate sentences including apostrophes • Use ellipsis for omission or to suggest a shift in time, place, mood or subject • Use commas to mark grammatical boundaries within sentences • Use semi-colons and dashes to mark the boundary between two main clauses • Use colons to introduce a list and use semi-colons within lists • Use hyphens to avoid ambiguity
Word	Composition	Terminology
<ul style="list-style-type: none"> • Apply knowledge of nouns when differentiating between homophones • Understand how words are related by meaning as synonyms and antonyms • Understand the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing • Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing 	<ul style="list-style-type: none"> • Identify the audience for and purpose of writing, selecting the appropriate form and using other similar writing as models for their own • Note and develop initial ideas, drawing on research and reading where necessary • Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • Distinguish between the language of speech and writing and choose the appropriate register • Assess the effectiveness of their own and other's writing • Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • Proofread for spelling and punctuation errors • Perform their own compositions using appropriate intonation, volume and movement and a controlled tone so that meaning is clear 	<ul style="list-style-type: none"> • Subject • Object • Active • Passive • Synonym • Antonym • Ellipsis • Hyphen • Colon • Semi-colon • Bullet points