

Whole School Writing Progression

EYFS

EYFS - Writing		
Termly / Checkpoint On Track Expectations	Fine motor control	<ul style="list-style-type: none"> : Grapheme- phoneme correspondence : Segmenting and blending : Sound discrimination : Applying key words : Sentence construction
Pre School expectations – From transition visits and discussions with pre schools	<ul style="list-style-type: none"> -Uses a dominant hand - May mark make in palmer grip 	<ul style="list-style-type: none"> -Uses a dominant hand - May mark make in palmer grip
Reception Checkpoint 1 – December	<ul style="list-style-type: none"> - Mark makes in different directions - Makes repeated marks on paper - Mark makes left to right - Imitates simple marks such as lines - Start to move towards tripod grip - Gives meaning to marks - Is aware of the connection between letter and sound - Letters written are recognisable 	<ul style="list-style-type: none"> - Begins to write initial sounds they can hear in words - Begins to write initial and final sounds they can hear in words - Writes their name - Represents some sounds in order in their writing - Writes two letter and CVC words - Beginning to write some high frequency words from memory - Adults can read their work
Reception Checkpoint 2 – March	<ul style="list-style-type: none"> -Holds and uses a pencil confidently - Some letters may be reversed - Starts at the correct place when forming letters 	<ul style="list-style-type: none"> - Writes words containing some digraphs - Writes simple captions - Uses full stops - Uses finger spaces between words - Writes at least 8 high frequency words from memory
Reception Checkpoint 3 – May /June	<ul style="list-style-type: none"> - Forms most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. - Forms some capital letters correctly. 	<ul style="list-style-type: none"> - Uses capital letters correctly - Reads their work back independently - Words are phonetically plausible - Using high frequency words within their writing
ELG Expected at the End of EYFS	Write letters that are mostly well 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 themselves and others

	Reception	Year 1	Year 2	Year 3
Phonic & Whole word spelling	Writing ELG <ul style="list-style-type: none"> • Write letters that are mostly well formed • 	<ul style="list-style-type: none"> • words containing each of the 40+ phonemes taught • common exception words • the days of the week • name the letters of the alphabet in order 	<ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each 	<ul style="list-style-type: none"> • spell further homophones • spell words that are often misspelt (Appendix 1)

	<ul style="list-style-type: none"> 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 themselves and others 	<ul style="list-style-type: none"> using letter names to distinguish between alternative spellings of the same sound 	<p>spelling, including a few common homophones</p> <ul style="list-style-type: none"> learning to spell common exception words distinguishing between homophones and near-homophones 	
Other word building spelling		<ul style="list-style-type: none"> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words apply simple spelling rules and guidance from Appendix 1 	<ul style="list-style-type: none"> learning the possessive apostrophe (singular) learning to spell more words with contracted forms add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly apply spelling rules and guidelines from Appendix 1 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary
Transcription		<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Handwriting	<p>Fine Motor ELG</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for writing (nearly always tripod grip) 	<p>sit correctly at a table, holding a pencil comfortably and correctly</p> <ul style="list-style-type: none"> begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting ‘families’ and to practise these 	<ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting
Contexts for Writing			<p>writing narratives about personal experiences and those of others (real and fictional)</p> <ul style="list-style-type: none"> writing about real events writing poetry 	<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure,

			<ul style="list-style-type: none"> • writing for different purposes 	vocabulary and grammar
Planning Writing		<ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it 	<ul style="list-style-type: none"> • planning or saying out loud what they are going to write about 	<ul style="list-style-type: none"> • planning or saying out loud what they are going to write about
Drafting Writing		<ul style="list-style-type: none"> • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense 	<ul style="list-style-type: none"> • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence 	<ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices (headings & subheadings)
Editing Writing		<ul style="list-style-type: none"> • discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation <p>Use of E1 (word, punctuation) E2 (sentence) process</p>	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors <p>Use of E1 (word, punctuation) E2 (sentence) and E3 paragraph/task process</p>
Performing Writing		<ul style="list-style-type: none"> • read their writing aloud clearly enough to be heard by their peers and the teacher. 	read aloud what they have written with appropriate intonation to make the meaning clear	read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Grammar		How words can combine to make sentences, including adjectives Joining words and joining clauses using and	Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]

			a statement, question, exclamation or command	
Punctuation		Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]	Introduction to inverted commas to punctuate direct speech
Grammatical Terminology		letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')

	Year 4	Year 5	Year 6
Phonic & Whole word spelling	<ul style="list-style-type: none"> spell further homophones spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 	<ul style="list-style-type: none"> spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
Other word building spelling	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them

	<p>regular plurals and in words with irregular plurals</p> <ul style="list-style-type: none"> • use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	<ul style="list-style-type: none"> • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Transcription	<ul style="list-style-type: none"> • write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 		
Handwriting	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
Contexts for Writing	<ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed 	<ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning Writing	<ul style="list-style-type: none"> • discussing and recording ideas • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary 	<ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary
Drafting Writing	<ul style="list-style-type: none"> • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices 	<p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <ul style="list-style-type: none"> • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages 	<p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <ul style="list-style-type: none"> • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages

		<ul style="list-style-type: none"> • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader 	<ul style="list-style-type: none"> • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader
Editing Writing	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors <p>Use of E1 (word, punctuation) E2 (sentence) and E3 paragraph/task process</p>	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors <p>Use of E1 (word, punctuation) E2 (sentence) and E3 paragraph/task process</p>	<ul style="list-style-type: none"> • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors <p>Use of E1 (word, punctuation) E2 (sentence) and E3 paragraph/task process</p>
Performing Writing	<ul style="list-style-type: none"> • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Grammar	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>by using a wider range of conjunctions, including whilst, however, also</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p>	<p>use a thesaurus</p> <p>using expanded noun phrases to convey complicated information concisely</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must]</p>	<p>use a thesaurus</p> <ul style="list-style-type: none"> • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility <p>Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech]</p>
Punctuation	<p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<ul style="list-style-type: none"> • Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information

	<p>down!"]</p> <p>Apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>Use of commas after fronted adverbials</p>		<p>How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover</p>
Grammatical Terminology	<p>determiner, pronoun, possessive pronoun, adverbial</p>	<p>modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>