



# WRITING CURRICULUM PROGRESSION

Strands	EYFS	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
Composition	<p><b>Early Learning Goal</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Invent, adapt and recount narratives and stories with peers and teachers (Expressive Arts and Design Being Imaginative and</p>	<p>Say out loud what they are going to write about</p> <p>Compose a sentence orally before writing</p> <p>Sequence <u>sentences</u> to form short narratives</p>	<p>Plan or say out loud what they are going to write about.</p> <p>Write idea and/ or key words including new vocab.</p> <p>Encapsulate what they want to say, <u>sentence by sentence.</u></p>	<p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocab and grammar.</p> <p>Discuss and record ideas.</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building varied and rich vocab and increasing range of sentence structures.</p> <p>Organise paragraphs around a theme.</p> <p>In narratives, create settings, characters and plots.</p> <p>In non-narratives materials, use simple organisational devices such as heading and sub-headings.</p>		<p>Identify audience and purpose, selecting appropriate form and use other similar writing as a model.</p> <p>Note and develop initial ideas, drawing on reading and research where necessary.</p> <p>In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to and seen performed.</p> <p>Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning.</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p> <p>Precise longer paragraphs.</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</p> <p>Use further organisational and presentational devices to structure text</p>	

	Expressive)				and guide the reader (e.g. headings, bullet points, underlining).
<b>Vocabulary, Grammar and Punctuation</b>	<p><i>Leaving spaces between words</i></p> <p><i>Beginning to punctuate sentences using some capital letters and full stops.</i></p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (Speaking)</p> <p>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</p>	<p>Developing an understanding of the concepts set out in English Appendix 2</p> <p>Leaving spaces between words</p> <p>Joining words and sentences using <i>and</i></p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Learning the grammar for Year 1 in English Appendix 2</p>	<p>Developing an understanding of the concepts set out in English Appendix 2</p> <p>Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>Learn how to use:</p> <ul style="list-style-type: none"> <li>-sentences with different forms: statement, question, exclamation and command.</li> <li>-expanded noun phrases to describe and specify</li> <li>-the past and present tenses correctly and consistently including the</li> </ul>	<p>Develop their understanding of the concepts set out in English Appendix 2</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>Using the present perfect form of verbs in contrast to the past tense</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Using conjunctions, adverbs and prepositions to express time and cause.</p> <p>Using fronted adverbials</p> <p>Learning the grammar for Year 3 and 4 in English Appendix 2</p> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>-using commas after fronted adverbials</li> <li>-indicating possession by using the possessive apostrophe with plural nouns</li> <li>-using and punctuating direct speech</li> </ul> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when</p>	<p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Using passive verbs to affect the presentation of information in a sentence</p> <p>Using the perfect form of verbs to mark relationships of time and cause</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>Using relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun</p> <p>Learning the grammar for years 5-6 in English Appendix 2</p> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>-using commas to clarify meaning or avoid ambiguity in writing</li> <li>-hyphens to avoid ambiguity</li> <li>-using brackets, dashes or commas to indicate parenthesis</li> <li>-using semi-colons, colons or dashes to mark boundaries between independent</li> </ul>

	<p>modelling and support from the teacher. (Speaking)</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (Comprehension)</p> <p>Use and understand recently introduced vocabulary during discussion about stories, nonfiction, rhymes and poems and during role play. (Comprehension)</p> <p>Participate in small group, class and one to one discussion, offering their own ideas, using</p>	<p>Use the grammatical terminology in English Appendix 2 in discussing their writing</p>	<p>progressive form -subordination (when, if, that or because) and coordination (using or, and, or but) -grammar for year 2 in English Appendix 2 -some features of written Standard English</p> <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing</p>	<p>discussing their writing and reading.</p>	<p>clauses -using a colon to introduce a list -punctuating bullet points consistently</p> <p>Use and understand the grammatical</p>
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	recently introduced vocabulary. (Speaking)						
<b>Handwriting</b>	<p><b>Early Learning Goal</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. (fine motor)</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Continue to develop tripod grip of a pencil</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0 - 9</p> <p>Understand which letters belong to which handwriting families and practise these.</p>	<p>Form lower case letters of the correct size relative to one another in some of their</p> <p>Form lower case letters of the correct size relative to one another in most of their writing.</p> <p>Use the diagonal and horizontal strokes needed to join letters in some of their</p> <p>Use the diagonal and horizontal strokes needed to join letters.</p> <p>Understand which letters, adjacent to one another, are best left unjoined.</p> <p>Write capital letters and digits of the correct size,</p>	<p>Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>Use the diagonal and horizontal strokes needed to join letters in some of their writing.</p> <p>Increase the legibility, consistency and quality of their handwriting e.g. by beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascending and descending letters do not touch.</p>	<p>Write increasing legibly, fluently and with increasing speed through improving choices of which the shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Writing increasingly legibly.</p>	<p>Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined.</p> <p>Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for the task.</p>

			<p>orientation and relationship to</p> <p>Use spacing between words that reflects the size of the letters. writing. writing. one another and to lower case letters.</p>				
<p><b>Edit, Evaluate and Perform</b></p>	<p><b>Early Learning Goal</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (Comprehension)</p> <p>Make use of props and materials when roleplaying characters in narratives and stories. (Creating materials)</p> <p>Invent, adapt and</p>	<p>Re-read what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teachers.</p>	<p>Make additions, revisions and corrections to their own writing by:</p> <p>Evaluating their own writing with the teacher or other pupils.</p> <p>Rereading to check it makes sense and that verbs indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Proof read to check for errors in spelling, grammar and punctuation.</p>	<p>Assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof read for spelling and punctuation errors.</p> <p>Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear.</p>	<p>Assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing choosing the appropriate register.</p> <p>Proof read for spelling and punctuation errors.</p> <p>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>		

	<p>recount narratives and stories with their peers and their teacher. (Being imaginative and expressive)</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music. (Being imaginative and expressive)</p> <p>Sing a range of well-known nursery rhymes and songs (Being imaginative and expressive)</p>		<p>Read aloud their writing with appropriate intonation to make the meaning clear.</p>		
<b>Transcription (spelling)</b>	<p><b>Early Learning Goal</b></p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Say a sound for each letter in the</p>	<p>Spell words containing each of the 40+ phonemes taught</p> <p>Spell common exception words spell the days of the week</p> <p>Name the letters of the alphabet in</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>Learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn</p>	<p>Use further prefixes and suffixes and understand how to add them</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p>	<p>Use further prefixes and suffixes and understand the guidelines for adding them</p> <p>Spell some words with 'silent' letters</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand</p>

	<p>alphabet and at least 10 diagraphs</p> <p>Read words consistent with their phonic knowledge by sound blending (Reading linked to writing)</p>	<p>order</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p> <p>Spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red</p> <p>Make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations</p> <p>Other word building spelling- use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs use the prefix un- use -ing, -ed, -er and -est where no</p>	<p>some words with each spelling, including a few common homophones</p> <p>Learn to spell common exception words distinguish between homophones and near homophones</p> <p>Learning the possessive apostrophe (singular)</p> <p>Learn to spell more words with contracted forms</p> <p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p>Apply spelling rules and guidance from Appendix 1</p>	<p>Use the first two or three letters of a word to check is spelling in the dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>that the spelling of some words needs to be learned specifically, as listed in English Appendix 1</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus</p>
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		change is needed in the spelling of root words apply simple spelling rules and guidance from Appendix 1					
<b>Terminology</b>	<u>Capital letter, finger space, full stop, sentence, words and punctuation</u>	Recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.  <i>Consonant letter, vowel letter, suffix, prefix, compound word, past tense, conjunction</i>	Recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.  <i>Consonant letter and vowel letter, prefix</i>	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).	Recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.	Recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	Recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.