



## Writing Progression Document

This document will outline the progressive knowledge, skills and understanding children need as they move through EYFS - Y6.

This document details progression in:

### Transcription

- Handwriting
- Composition
- Vocabulary, Grammar and Punctuation
- Spelling
- Drafting and Editing

EYFS
Form lower case and capital letters correctly
Spell words by identifying sounds and representing the sounds with a letter or letters
Write simple phrases and sentences
Use capital letters, finger spaces and full stops
Re-read own work to check it makes sense

## Year 1

Write sentences in order to create short narratives and non-fiction texts

Use some features of different text types (these may not be consistent)

Reread their writing to check that it makes sense and make suggested changes

Use adjectives to describe

Use simple sentence structures

Use the conjunction 'and' to link ideas and sentences

Has an awareness of: capital letters, full stops, finger spaces, question marks, exclamation marks

Spell most words containing previously taught phonemes and GPCs accurately

Spell most Year 1 common exception words accurately

Spell most days of the week accurately

Use -s and -es to form regular plurals correctly

Use the prefix 'un'

Add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word)

Write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency

## Year 2

Write simple, coherent narratives about personal experiences and those of others (real or fictional)

Write about real events, recording these simply and clearly

Use the following punctuation in most sentences: full stops, capital letters, question marks, exclamation marks

Write in the present tense correctly and consistently

Write in the past tense correctly and consistently

To join clauses, use: coordinating conjunctions (eg. or, and, but), subordinating conjunctions (eg. when, if, that, because)

Segment words into phonemes and represent these by graphemes, spelling many words correctly and making phonically-plausible attempts at others

Spell many of the common exception words correctly

Form capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters

Use sensibly sized spaces between words that reflect the size of the letters

## Year 3

Begin to proof-read and edit writing

Write for a range of purposes (including relevant features)

Begin to show awareness of audience

Use paragraphs to organise ideas

In narratives, describe settings and characters

To write a narrative with a beginning, middle and end

In non-fiction, use headings and subheadings

Beginning to use dialogue in narrative

Select vocabulary and grammatical structures that reflect what the writing requires, mostly appropriately: noun phrases, select appropriate adjectives, select appropriate adverbs, present perfect form of verbs in contrast to the past tense

Use a range of devices to build cohesion within and across paragraphs: coordinating conjunctions, subordinating conjunctions, pronouns, prepositional phrases, fronted adverbials (comma can be omitted)

Use verb tenses correctly throughout writing

Using 'a' and 'an' correctly

Use the range of punctuation taught at lower key stage 2 mostly correctly: begin to use inverted commas and other punctuation to indicate direct speech, begin to use apostrophes for contraction, begin to use apostrophes for possession, commas in a list

Spell some Y3/4 words correctly

To spell some chosen homophones correctly

To spell verb prefixes and suffixes correctly

Begin to use a dictionary to check the spelling of uncommon or more ambitious vocabulary

Maintaining legibility in joined handwriting when writing at speed

## Year 4

Proof-read and edit writing

Write effectively for a range of purposes and audiences

In narratives, describe settings and characters

In non-fiction, use headings, subheadings and bullet points

Use dialogue correctly in narrative

Select vocabulary and grammatical structures that reflect what the writing requires, mostly appropriately: using adverbial clauses, expanded noun phrases, using nouns and pronouns appropriately, fronted adverbials followed by a comma, present perfect form of verbs in contrast to the past tense

Use a range of devices to build cohesion within and across paragraphs: coordinating conjunctions, subordinating conjunctions, pronouns, determiners, prepositional phrases

Use verb tenses consistently and correctly throughout writing

Use the range of punctuation taught at key stage 2 mostly correctly: inverted commas and other punctuation to indicate direct speech, apostrophes for contraction, apostrophes for possession, commas after fronted adverbials, bullet points to list information

Spell many Y3/4 words correctly

To spell most chosen homophones correctly

To spell verb prefixes and suffixes correctly

Uses a dictionary to check the spelling of uncommon or more ambitious vocabulary

Maintaining legibility in joined handwriting when writing at speed

## Year 5

Proof-read and edit writing

Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)

In narratives, describe settings, characters and atmosphere

Integrate dialogue in narrative to convey character and advance action

Select vocabulary and grammatical structures that reflect what the writing requires, mostly appropriately: using relative clauses, expanded noun phrases, using modal verbs, contracted forms in dialogue, passive voice/verbs

Use a range of devices to build cohesion within and across paragraphs: conjunctions, adverbials, pronouns, synonyms

Use verb tenses consistently and correctly throughout writing

Use the range of punctuation taught at key stage 2 mostly correctly: inverted commas and other punctuation to indicate direct speech, apostrophes for possession, commas after fronted adverbials, commas for clarity, brackets to indicate parenthesis, dashes to indicate parenthesis, commas to indicate parenthesis, colons to introduce a list, semi-colons within lists, bullet points to list information, hyphens, ellipsis

Spell some Y5/6 words correctly

Spell some complex homophones correctly

Spell verb prefixes and suffixes correctly

Uses a dictionary to check the spelling of uncommon or more ambitious vocabulary

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## Year 6

Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)

In narratives, describe settings, characters and atmosphere

Integrate dialogue in narrative to convey character and advance action

Select vocabulary and grammatical structures that reflect what the writing requires, mostly appropriately: use of relative clauses, expanded noun phrases, using modal verbs, contracted forms in dialogue, passive voice/verbs

Use a range of devices to build cohesion within and across paragraphs: conjunctions, adverbials, pronouns, synonyms

Use verb tenses consistently and correctly throughout writing

Use the range of punctuation taught at key stage 2 mostly correctly:  
exclamation marks, inverted commas and other punctuation to indicate direct speech, apostrophes for possession, commas after fronted adverbials, brackets, dashes or commas to indicate parenthesis, commas for clarity, semi-colon to mark the boundary between independent clauses, colon to mark the boundary between independent clauses, dash to mark the boundary between independent clauses, colon to introduce a list, semi-colons within lists, bullet points to list information, hyphens, ellipses

Spell some Y5/6 words correctly

Uses a dictionary to check the spelling of uncommon or more ambitious vocabulary

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