Writing Progression of Knowledge and Skills

National Curriculum Objectives

Area of Learning	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	Children handle equipment and tools effectively, including pencils for writing. Children write in print.	Sit correctly at the table, holding pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Understand which letters belong to which handwriting 'families' and practise these.	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 capitals 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.	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	Write legibly, fluently, with increasing speed by: • Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters. • Choosing the writing implement that is best suited for the task.	Write legibly, fluently, with increasing speed by: • Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters. • Choosing the writing implement that is best suited for the task.

				Write digits of the correct size and orientation.			
Writing: Punctuation and Grammar	Write simple sentences which can be read by themselves and others.	Word Level Regular plural noun suffixes '-s' or '-es' Suffixes that can be added to verbs where no change is needed in the spelling of root words. How the prefix '-un' changes the meaning of verbs and adjectives.	Word Level Formation of nouns using suffixes such as '-ness', '- er' and by creating compound words Formation of adjectives using suffixes such as '-ful' and '-less' Use of the suffixes '-er', '- est' in adjectives The use of the suffix '-ly' to turn adjectives into adverbs.	Word Level Formation of nouns using a range of prefixes. Use of the forms a or an according to whether the next word begins with a consonant or a vowel. Word families based on common words, showing how words are related in form and meaning. E.g. solve/solution.	Word Level The grammatical difference between plural and possessive –s. Standard English forms for verb inflections instead of local spoken forms e.g. we were/we was.	Word Level Converting nouns or adjectives into verbs using suffixes e.g. '-ate', '-ise', '-ify' Verb prefixes e.g. dis-, de-, mis-, over-, re.	Word Level The difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. find out/discover, ask for/request. How words are related by meaning as synonyms and antonyms e.g. big, large, little.
Writing: Punctuation and Grammar		Sentence Structure How words can combine to make sentences. Joining words and joining sentences using and.	Sentence Structure Subordination (using when, if, that, because) and coordination (using or, and, or, but). Expanded noun phrases for description sand	Sentence Structure Expressing the time, place and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next,	Sentence Structure Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded	Sentence Structure Relative clauses beginning with who, which, where, why, whose, that *** an omitted pronoun.	Sentence Structure Use the passive voice to affect the presentation of information in a sentence. The difference between structures

		specification (e.g. the blue butterfly). How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	soon, therefore), or prepositions (e.g. before, after, during, in, because)	to: the strict maths teacher with curly hair). Fronted adverbials (e.g. Later that day, I heard bad news).	Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).	typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? Or the use of subjunctive forms such as 'I were' or 'Were they to come ' in some very formal writing and speech).
Writing: Punctuation and Grammar		Text structure Sequencing sentences to form short narratives.	Text structure Correct choice and consistent use of the present tense and past tense throughout handwriting. Use of the progressive form of verbs in the present and past tense to mark actions in progress	Text structure Introduction to paragraphs as a way to group related material. Headings and subheadings to aid presentations. Use of the present perfect form of verbs instead of the simple past. (e.g. He has gone out to play contrasted with He went out to play)	Text structure Use paragraphs to organise ideas around a theme. Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition.	Text structure Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly). Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) and tense choice (e.g. he had seen her before).	Text structure Linking ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast) and ellipsis. Layout devices, such as headings, sub headings, columns, bullets,

							tables, to structure text.
Writing: Punctuation and Grammar		<u>Punctuation</u> Separation of words with spaces. Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and the personal pronoun I.	<u>Punctuation</u> 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	<u>Punctuation</u> Introduction to inverted commas to punctuate direct speech.	<u>Punctuation</u> Use of inverted commas and other punctuation to indicate direct speech. Apostrophes to mark plural possession. Use of commas after fronted adverbials.	<u>Punctuation</u> Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity	<u>Punctuation</u> Use of semi-colon, colon and dash to mark the boundary between independent clauses. Use of the colon to introduce a list and use of the semi-colon within lists. Punctuation of bullet points to list information. How hyphens can be used to avoid ambiguity.
Writing: Punctuation and Grammar		<u>Terminology</u> • Letter, capital letter • Word, singular, plural • Sentence • Punctuation mark, full stop, question mark, exclamation mark	<u>Terminology</u> • noun, noun phrase • statement, question, exclamation, command • compound, suffix • adjective, adverb, verb • tense (past, present) • apostrophe, comma	<u>Terminology</u> • preposition, conjunction • word family, prefix • clause, subordinate clause • direct speech • consonant, consonant letter vowel, vowel letter • inverted commas (or speech marks)	<u>Terminology</u> • determiner • pronoun, possessive pronoun • adverbial	<u>Terminology</u> • modal verb, relative pronoun • relative clause • parenthesis, bracket, dash • cohesion, ambiguity	<u>Terminology</u> • subject, object • active, passive • synonym, antonym • ellipsis, hyphen, colon, semi-colon, bullet points.

Writing: Composition	Write simple sentences which can be read by themselves and others.		Develop positive attitudes towards and stamina for writing by writing: • narratives about personal experiences and those of others (real and fictional) • about real events • poetry • for different purposes				
Writing: Composition		Plan writing

Say out loud what they are going to write about. | Plan writing

Plan or say out loud what they are going to write about. Write idea and/or key words including new vocab. | Plan writing

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. | Plan writing

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Discuss and record ideas. | Plan writing

Identify audience and purpose, selecting appropriate form and use other similar writing as a model.

Note and develop initial ideas, drawing on reading and research where necessary.

In writing narratives, consider how authors have developed characters and settings in what pupils have read, | Plan writing

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Writing: Composition						
					listed to and seen performed.	listened to and seen performed.
	Drafting & writing

Compose a sentence orally before writing. | Encapsulate what they want to say, sentence by sentence. | Drafting & writing

Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures. | Drafting & writing

Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures. | Drafting & writing

Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning. | Drafting & writing

Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning. |
	Sequence sentences to form short narratives	Encapsulate what they want to say, sentence by sentence.	Organise paragraphs around a theme.	Organise paragraphs around a theme.	Use a wide range of devices to build cohesion within and across paragraphs.	Use a wide range of devices to build cohesion within and across paragraphs.
					Précis longer paragraphs.	Précis longer paragraphs.
			In narratives, create settings, characters and plot.	In narratives, create settings, characters and plot.	In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action	In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action
			In non-narrative material, use simple organisational devices such as	In non-narrative material, use simple organisational devices such as	In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character	In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character

				headings and sub-headings.	headings and sub-headings.	and advance the action.	and advance the action.
Writing: Composition						Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining).	Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining).
			Make additions, revision and corrections to their own writing by: • Evaluating their own writing with the teacher or other pupils. • Rereading to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.	Evaluate and edit: • Assess the effectiveness of their own and others' writing and suggest improvements. • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Evaluate and edit: • Assess the effectiveness of their own and others' writing and suggest improvements. • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Evaluate and edit: • Assess the effectiveness of their own and others' writing and suggest improvements. • Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning. • Ensure the consistent and correct use of tense throughout a piece of writing. • Ensure correct subject and verb agreement when using singular and plural, distinguishing	Evaluate and edit: • Assess the effectiveness of their own and others' writing and suggest improvements. • Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning. • Ensure the consistent and correct use of tense throughout a piece of writing. • Ensure correct subject and verb agreement when using singular and plural, distinguishing

					between the language of speech and writing and choosing the appropriate register.	between the language of speech and writing and choosing the appropriate register.
	Re-read what they have written to check that it makes sense.	Proof read to check for errors in spelling, grammar and punctuation.	Proof read for spelling and punctuation errors.	Proof read for spelling and punctuation errors.	Proof read for spelling and punctuation errors	Proof read for spelling and punctuation errors.
	Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher.	Read aloud their writing with appropriate intonation to make the meaning clear.	Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear	Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear