



PROGRESSION IN WRITING

	Class 1	Class 2			Class 3		
	REC	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Vocabulary, Grammar and Punctuation	<p><u>Communication and Language</u></p> <p><u>3-4yrs</u></p> <p>Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time.</p> <p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran',</p>	<p>Say, and hold in memory whilst writing, simple sentences which make sense.</p> <p>Write simple sentences that can be read by themselves and others. Separate words with spaces.</p> <p>Use punctuation to demarcate simple sentences (capital letters and full stops).</p> <p>Use capital letter for the personal pronoun I.</p> <p>Use capital letters for names of people, places and days of the week.</p> <p>Identify and use question marks and exclamation marks.</p> <p>Use the joining word and to link words and clauses.</p> <p>Extend range of joining words to link words and clauses using but and or.</p> <p>Make singular nouns plural using 's' and 'es' e.g. dog, dogs; wish, wishes.</p> <p>Add suffixes to verbs where no spelling change is needed to the root word e.g. helping, helped, helper.</p> <p>Add the prefix 'un' to verbs and adjectives to change the</p>	<p>Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination).</p> <p>Use sentences with different forms: statement, question, command, exclamation. Secure the use of full stops, capital letters, exclamation marks and question marks.</p> <p>Use commas to separate items in a list.</p> <p>Use apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, I'll.</p> <p>Use apostrophes for singular possession in nouns, e.g. the girl's name.</p> <p>Use subordination for time using when, before and after e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</p> <p>Use subordination for reason using because and if e.g. I put my coat on because it was raining. Because it was raining, I put on my coat. Use the</p>	<p>Identify clauses in sentences.</p> <p>Explore and identify main and subordinate clauses in complex sentences. Explore, identify and create complex sentences using a range of conjunctions e.g. when, if because, although, while, since, until, before, after, so.</p> <p>Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. Although it was raining, we decided not to take our coats.</p> <p>Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside, beyond.</p> <p>Select, generate and effectively use adverbs e.g. suddenly, silently, soon, next, eventually.</p> <p>Use inverted commas to punctuate direct speech (speech marks).</p> <p>Use perfect form of verbs using have and has to indicate a completed action e.g. He has gone out to play (present perfect) instead of he went out to play (simple past).</p>	<p>Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain.</p> <p>Use commas to mark clauses in complex sentences.</p> <p>Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action.</p> <p>Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled.</p> <p>Use commas after fronted adverbials.</p> <p>Identify, select and use determiners including: - articles: a/an, the - demonstratives: this/that; these/those - possessives: my/your/his/her/its/our/their - quantifiers: some, any, no, many, much, every</p> <p>Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o'clock."</p> <p>Identify, select and effectively use pronouns.</p> <p>Use nouns for precision, e.g. burglar rather than man, bungalow rather</p>	<p>Create complex sentences by using relative clauses with relative pronouns who, which, where, whose, when, that e.g. Sam, who had remembered his wellies, was first to jump in the river. The thief broke into the house which stood on the top of the hill.</p> <p>Create complex sentences where the relative pronoun is omitted e.g. Tina, standing at the bus stop, pondered the day ahead.</p> <p>Create and punctuate complex sentences using ed opening clauses e.g. Exhausted from the race, Sam collapsed in a heap.</p> <p>Create and punctuate complex sentences using ing opening clauses, e.g. Grinning with anticipation, Paul launched himself from the diving board.</p> <p>Create and punctuate sentences using simile starters, e.g. Like a fish out of water, she conversed awkwardly with the other guests.</p> <p>Demarcate complex sentences using commas in order to clarify meaning.</p> <p>Use commas to avoid ambiguity, e.g. 'Let's eat</p>	<p>Manipulate sentences to create particular effects.</p> <p>Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. adverbials such as: on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence.</p> <p>Use devices to build cohesion between paragraphs in narrative e.g. adverbials such as: in the meantime, meanwhile, in due course, until then.</p> <p>Use ellipsis to link ideas between paragraphs.</p> <p>Use repetition of a word or phrase to link ideas between paragraphs.</p> <p>Identify and use semi-colons to mark the boundary between independent clauses e.g. It is raining; I am fed up.</p> <p>Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved.</p>

	<p>'swimmed' for 'swam'. May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Can start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p><u>Reception</u> Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they</p>	<p>meaning e.g. untie, unkind</p>	<p>subordinating conjunction that in a sentence, e.g. I hope that it doesn't rain on sports day. Select, generate and effectively use verbs. Explore the progressive form of verbs in the present tense (e.g. she is drumming) and past tense (e.g. he was shouting) to mark actions in progress. Use past tense for narrative, recount (e.g. diary, newspaper report, biography) historical reports. Use present tense for non-chronological reports and persuasive adverts. Select, generate and effectively use nouns. Add suffixes ness and er to create nouns e.g. happiness, sadness, teacher, baker. Create compound words using nouns, e.g. whiteboard and football. Select, generate and effectively use adjectives. Identify, generate and effectively use noun phrases, e.g. the blue butterfly with shimmering wings (for description), granulated sugar (for specification).</p>	<p>Use the determiner a or an according to whether the next word begins with a consonant or vowel e.g. a rock, an open box. Explore and collect word families e.g. medical, medicine, medicinal, medic, paramedic, medically to extend vocabulary. Explore and collect nouns with prefixes super, anti, auto.</p>	<p>than house. Explore, identify, collect and use noun phrases e.g. the crumbly cookie with tasty marshmallow pieces. Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it. Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones.</p>	<p>Grandma.' and 'Let's eat, Grandma.' Identify and use commas to indicate parenthesis, e.g. The house, lonely and abandoned, teetered on the edge of the cliff. Identify and use brackets to indicate parenthesis, e.g. in formal writing: The Cheetah (Acinonyx jubatus) inhabits open grassland in Africa. Identify and use dashes to indicate parenthesis, e.g. in less formal writing: The cake was lovely – delicious in fact – so I had another slice. Link ideas across paragraphs using adverbials for time, place and numbers e.g. later, nearby, secondly. Use devices to build cohesion within a paragraph e.g. firstly, then, presently, this, subsequently. Use expanded noun phrases to convey complicated information concisely, e.g. carnivorous predators with surprisingly weak jaws and small teeth. Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must. Explore, collect and use adverbs to indicate degrees of possibility e.g. surely, perhaps, maybe, definitely,</p>	<p>Identify the subject and object of a sentence. Explore and investigate active and passive e.g. I broke the window in the greenhouse versus the window in the greenhouse was broken. Explore, collect and use examples of the perfect form of verbs to mark relationships of time and cause e.g. I had eaten lunch when you came (past perfect); She has eaten lunch already or I have eaten lunch already (present perfect); I will have eaten lunch by then (future perfect). Punctuate bullet points consistently. Identify and use colons to introduce a list</p>
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	<p>understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems</p>		<p>Add suffixes ful or less to create adjectives e.g. playful, careful, careless, hopeless.</p> <p>Use suffixes er and est to create adjectives e.g. faster, fastest, smaller, smallest.</p> <p>Select, generate and effectively use adverbs. Use suffix ly to turn adjectives into adverbs e.g. slowly, gently, carefully.</p>			<p>alternatively, certainly, probably.</p> <p>Use suffixes –ate, -ise, -ify to convert nouns and adjectives into verbs.</p> <p>Investigate verb prefixes e.g. dis-, de-, re-, pre-, mis-, over-.</p>	
Composition : Planning	<p>and organise thinking and activities explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Engage in storytimes.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and</p>	<p>Orally plan and rehearse ideas.</p> <p>Sequence ideas and events in narrative.</p> <p>Sequence ideas and events in non-fiction.</p> <p>Use familiar plots for structuring the opening, middle and end of their stories.</p>	<p>Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas.</p>	<p>Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions.</p> <p>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry. Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, flow charts, boxing up.</p>	<p>Read and analyse narrative, non-fiction and poetry in order to plan their own versions.</p> <p>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.</p> <p>Discuss and record ideas for planning e.g. story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</p>	<p>Identify the audience and purpose.</p> <p>Select the appropriate language and structures.</p> <p>Use similar writing models.</p> <p>Note and develop ideas.</p> <p>Draw on reading and research.</p> <p>Think how authors develop characters and settings (in books, films and performances)</p>	<p>Identify audience and purpose.</p> <p>Choose appropriate text-form and type for all writing.</p> <p>Select the appropriate structure, vocabulary and grammar.</p> <p>Draw on similar writing models, reading and research.</p> <p>Compare how authors develop characters and settings (in books, films and performances).</p> <p>Use a range of planning approaches e.g. storyboard, story mountain, discussion group, post-it notes, ICT story planning</p>
Composition : Drafting and writing	<p>some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Orally compose every sentence before writing. Re-read every sentence to check it makes sense.</p> <p>Compose and sequence their own sentences to write short narratives.</p> <p>Compose and</p>	<p>Orally rehearse each sentence prior to writing.</p> <p>Develop a positive attitude to writing.</p> <p>Develop stamina for writing in order to write at length.</p> <p>Write about real and fictional events.</p>	<p>Create and develop settings for narrative.</p> <p>Create and develop characters for narrative. Improvise, create and write dialogue.</p> <p>Create and develop plots based on a model. Generate and</p>	<p>Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.</p> <p>Plan and write an opening paragraph which combines setting and character/s.</p> <p>Improvise and compose</p>	<p>Select appropriate structure, vocabulary and grammar.</p> <p>Blend action, dialogue and description within and across paragraphs.</p> <p>Use different sentence structures with increasing control (see VGP).</p>	<p>Select appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</p> <p>Select appropriate register for formal and informal purposes, e.g.</p>

	<p>Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p><u>ELG</u> Listen carefully and respond appropriately when being read to and during whole class and small group discussions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher² and peers. Participate in small group, class and 1-to-1 discussions, offering their own ideas, using new vocabulary; - Offer explanations for why things might happen, making use of new vocabulary from stories, non-fiction, rhymes and poems</p>	<p>sequence their own sentences to write short non-fiction texts, e.g. recounts, information texts, instructions. Use formulaic phrases to open and close texts. Write in different forms with simple text type features e.g. instructions, narratives, recounts, poems, information texts.</p>	<p>Write simple poems based on models. Make simple notes from non-fiction texts, e.g. highlighting and noting key words. Use specific text type features to write for a range of audiences and purposes e.g. to instruct, inform, entertain, explain, discuss, persuade.</p>	<p>select from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type. Use different sentence structures (see VGP). Group related material into paragraphs. Use headings and sub headings to organise information.</p>	<p>dialogue, demonstrating their understanding of Standard and non-Standard English. Generate and select from vocabulary banks e.g. adverbial phrases, technical language, persuasive phrases, alliteration. Use different sentence structures (see VGP). Use paragraphs to organise writing in fiction and nonfiction texts. Use organisational devices in non-fiction writing, e.g. captions, text boxes, diagram, lists. Link ideas across paragraphs using fronted adverbials for when and where e.g. Several hours later..., Back at home...</p>	<p>Use devices to build cohesion (see VGP). Use organisation and presentational devices e.g. underlining, bullet points, headings.</p>	<p>a speech for a debate (formal), dialogue within narrative (formal or informal), text message to a friend (informal). Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action e.g. Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair!" Consciously control the use of different sentence structures for effect. Use a wide range of devices to build cohesion within and across paragraphs. Deviate narrative from linear or chronological sequence e.g. flashbacks, simultaneous actions, time-shifts. Combine text-types to create hybrid texts e.g. persuasive speech Evaluate, select and use a range of organisation and presentational devices to structure text for different purposes and audiences e.g. headings, sub-headings, columns, bullet points, tables. Find examples of where authors have broken conventions to</p>
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	<p>when appropriate;</p> <ul style="list-style-type: none"> - Express their ideas using full sentences, with modelling and support from their teacher. <p>Demonstrate understanding of what they have read and has been read to them by retelling stories and narratives using their own words and new vocabulary;</p> <ul style="list-style-type: none"> - Anticipate – where appropriate – key events in stories, non-fiction, rhymes and poems; 						<p>achieve specific effects and use similar techniques in own writing – e.g. repeated use of ‘and’ to convey tedium, one- word sentence.</p> <p>Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader.</p> <p>Use active and passive voice to achieve intended effects e.g. formal reports, explanations and mystery narrative.</p> <p>Précis longer passages.</p>
<p>Composition : Evaluating and editing</p>	<ul style="list-style-type: none"> - Use new vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, 	<p>Discuss their writing with adults and peers.</p>	<p>Edit and improve own writing in relation to audience and purpose.</p> <p>Evaluate their writing with adults and peers. Proofread to check for errors in spelling, grammar and punctuation.</p> <p>Proofread to check for correct form of verbs within sentences, e.g. correcting he walking to the shop to he walked to the shop.</p>	<p>Proofread to check for errors in spelling, grammar and punctuation in own and others’ writing.</p> <p>Discuss and propose changes with partners and in small groups.</p> <p>Improve writing in the light of evaluation.</p>	<p>Proofread to check for errors in spelling, grammar and punctuation.</p> <p>Discuss and propose changes to own and others’ writing with partners/small groups.</p> <p>Improve writing in light of evaluation.</p>	<p>Assess the effectiveness of own and others’ writing in relation to audience and purpose.</p> <p>Suggest changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.</p> <p>Ensure consistent and correct use of tense throughout a piece of writing.</p> <p>Ensure consistent subject and verb agreement.</p> <p>Proofread for spelling and punctuation errors.</p>	<p>Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning.</p> <p>Proofread for grammatical, spelling and punctuation errors.</p>
<p>Composition : Performing</p>		<p>Read aloud their writing audibly to adults and peers.</p>	<p>Read aloud their writing with intonation to make the meaning clear.</p>	<p>Use appropriate intonation, tone and volume to present their writing to a group or class.</p>	<p>Use appropriate intonation, tone and volume to present their writing to a range of audiences.</p>	<p>Use appropriate intonation and volume.</p> <p>Add gesture and movement to enhance meaning.</p> <p>Ensure meaning is clear.</p>	<p>Use appropriate and effective intonation and volume.</p> <p>Add gesture and movement to enhance meaning.</p>

	including common exception words.						Encourage and take account of audience engagement
Handwriting	<p><u>Writing Physical Development 3&4yrs</u></p> <p>Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p> <p><u>Rec</u></p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p><u>ELG</u></p>	<p>Sit correctly at a table and hold a pencil correctly. Hold a pencil with an effective grip. Form lower-case letters correctly – starting and finishing in the right place, going the right way round, correctly oriented. Form digits 0-9 correctly. Practise forming letters in handwriting families: - 'Long ladders' – i, j, l, t, u, - 'One armed robots' – b, h, m, n p, r - 'Curly caterpillars' – c, a, d, e, g, o, q, f, s - Zig-zag letters – k, v, w, x, y, z Have clear ascenders ('tall letters') and descenders ('tails'). Form capital letters correctly.</p>	<p>Form lower-case letters of the correct size relative to one another. Orientate capital letters correctly. Use capital letters appropriately e.g. not always writing A as a capital, not using capitals within words. Write capital letters and digits of the correct size relative to one another and to lower case letters. 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. Use spacing between words which reflects the size of the letters</p>	<p>Form and use the four basic handwriting joins. Write legibly.</p>	<p>Use a joined style throughout their independent writing. Write with consistency in size and proportion of letters.</p>	<p>Write fluently using a joined style as appropriate for independent writing. Choose when it is appropriate to print (lower case or upper case) rather than to join writing e.g. printing for labelling a scientific diagram or data, filling in a form, writing an e mail address.</p>	<p>Write, using a joined style, with increasing speed. Choose the writing implement that is best suited for a task e.g. pencil for quick notes, handwriting pen for letters, marker pens for posters.</p>

Hold a pencil comfortably using the tripod grip

Literacy
3&4yrs

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name.

Write some letters accurately.

Rec

Form lower-case and capital letters correctly.

Spell words by identifying the sounds and then writing the sound with letter/s.

Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.

Write recognisable letters, most of which are correctly formed

	<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>						
Spelling	Following Rocket Phonics Programme, within which HFW and phonics phases are taught.	2 year cycle following Jane Considine's Spelling Book Programme					
Text Types	See Curriculum Map for text types covered	See 2 year Curriculum Map for text types covered					