



English - Writing

Progression Document

Early Years Foundation Stage

The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and from the Development Matters age ranges for three and four-year-olds and reception to match the programme of study for writing. The most relevant statements for writing are taken from the following Areas of Learning: Communication and Language • Physical Development • Literacy • Expressive Arts and Design

Writing: Transcription Spelling Phonics and spelling rules		
Three and Four-year-olds	Literacy	- 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; writing 'm' for mummy.
Reception	Literacy	- Spell words by identifying the sounds and then writing the sound with the letter/s. - Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.

Writing: Transcription Handwriting		
Letter Formation, Placement and Positioning		
Three and Four-year-olds	Physical Development	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Shows a preference for a dominant hand.
	Literacy	<ul style="list-style-type: none"> • Write some letters accurately.
Reception	Physical Development	<ul style="list-style-type: none"> • 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.

ELG	Literacy	<ul style="list-style-type: none"> • Form lower case and capital letters correctly.
	Physical Development	<ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
	Literacy	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed.

Writing: Composition Planning, Writing and Editing

Three and Four-year-olds	Communication and Language	<ul style="list-style-type: none"> • Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
	Literacy	<ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary. • 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; writing ‘m’ for mummy. • Write some or all of their name. • Write some letters accurately.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.
Reception	Communication and Language	<ul style="list-style-type: none"> • Learn new vocabulary. • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
	Literacy	<ul style="list-style-type: none"> • Form lower case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with the letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. • Re-read what they have written to check it makes sense.

ELG	Expressive Arts and Design		<ul style="list-style-type: none"> • Develop storylines in their pretend play.
	Literacy	Writing	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly 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 others.
	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and teachers.

Awareness of Audience, Purpose and Structure

Three and Four-year-olds	Communication and Language		<ul style="list-style-type: none"> • Use a wider range of vocabulary. • 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. • 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.”
Reception	Communication and Language		<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Use new vocabulary in different contexts.
ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Writing: Vocabulary, Grammar and Punctuation		
Sentence Construction and Tense		
Three and Four-year-olds	Communication and Language	<ul style="list-style-type: none"> • Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Use longer sentences of four to six words.
Reception	Communication and Language	<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary throughout the day. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives.
ELG	Communication and Language	Speaking <ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • 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 modelling and support from the teacher.

Use of Phrases and Clauses		
Three and Four-year-olds	Communication and Language	<ul style="list-style-type: none"> • Use longer sentences of four to six words.
Reception	Communication and Language	<ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives.

ELG	Communication and Language	Speaking	<ul style="list-style-type: none"> 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 modelling and support from the teacher.

Poetry and Performance			
Three and Four-year-olds	Communication and Language		<ul style="list-style-type: none"> Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
	Expressive Arts and Design		<ul style="list-style-type: none"> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Reception Communication and Language <ul style="list-style-type: none"> Engage in story times.
Reception	Communication and Language		<ul style="list-style-type: none"> Engage in story times. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Learn rhymes, poems and songs.
	Expressive Arts and Design		<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play.
ELG	Literacy	Comprehension	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

	Expressive Arts and Design	Creating with Materials	<ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories.
		Being Imaginative and Expressive	<ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with their peers and their teacher. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.

Non-Fiction		
Reception	Communication and Language	<ul style="list-style-type: none"> • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	Communication and Language	Speaking <ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension <ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Essentials Curriculum - Threshold concepts

Transcription	Composition	Analysis and Presentation
<p>Transcription</p> <p>Present neatly This concept involves developing an understanding of handwriting and clear presentation.</p> <p>Spell correctly This concept involves understanding the need for accuracy.</p> <p>Punctuate accurately This concept involves understanding that punctuation adds clarity to writing.</p>	<p>Composition</p> <p>Write with purpose This concept involves understanding the purpose or purposes of a piece of writing.</p> <p>Use imaginative description This concept involves developing an appreciation of how best to convey ideas through description.</p> <p>Organise writing appropriately This concept involves developing an appreciation of how best to convey ideas through description.</p> <p>Use paragraphs This concept involves understanding how to group ideas so as to guide the reader.</p> <p>Use sentences appropriately This concept involves using different types of sentences appropriately for both clarity and for effect.</p>	<p>Analysis and presentation</p> <p>Analyse writing This concept involves understanding how grammatical choices give effect and meaning to writing.</p> <p>Present writing This concept involves learning to reflect upon writing and reading it aloud to others.</p>

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Concept	By the end of Year 1,	By the end of Year 2,
<p>Transcription</p> <p>Present neatly</p>	<ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly • Separate words with spaces • Form capital letters • Form digit 0-9 • Begin to form lowercase letters in the correct direction, starting and finishing in the right place • Understand which letters belong to which handwriting ‘families’ (letters that are formed in similar ways 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
<p>Spell correctly</p>	<ul style="list-style-type: none"> • spell words containing each of the 40+ phonemes already taught • spell common exception words • spell the days of the week • name the letters of the alphabet in order • use letter names to distinguish between alternative spellings of the same sound <p>-add prefixes and suffixes:</p> <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– 	<p>spell by:</p> <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 spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl’s book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidance, as listed in English appendix 1

	<ul style="list-style-type: none"> •using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] •apply simple spelling rules and guidance, as listed in English appendix 1 •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
Punctuate accurately	<ul style="list-style-type: none"> •begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark •using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ 	<ul style="list-style-type: none"> •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)
Composition	<ul style="list-style-type: none"> •say out loud what they are going to write about •compose a sentence orally before writing it •sequence sentences to form short narratives •Use basic descriptive language •sequence sentences to form short narratives •leave spaces between words •combine words to form coherent sentences •join words and clauses using ‘and’ 	<ul style="list-style-type: none"> •develop positive attitudes towards and stamina for writing by: <ul style="list-style-type: none"> - writing narratives about personal experiences and those of others (real and fictional) - writing about real events - writing poetry - writing for different purposes •plan or say out loud what they are going to write about •write down ideas and/or key words, including new vocabulary •encapsulate what they want to say, sentence by sentence •use expanded noun phrases to describe and specify [for example, the blue butterfly] •Begin to use some organisational devices •use some features of written Standard English •begin to group related information •use sentences with different forms: statement, question, exclamation, command •use subordinating conjunctions (using when, if, that, or because) •use co-ordinating conjunctions (using or, and, or but) •use present and past tenses mostly correctly and consistently, including the progressive form
Analysis and Presentation	<ul style="list-style-type: none"> •use the grammatical terminology in English English appendix 2 in discussing their writing •discuss what they have written with the teacher or other pupils •read their writing aloud, clearly enough to be heard by their peers and the teacher •with support, make revisions to spellings appropriate to taught graphemes 	<ul style="list-style-type: none"> •use and understand the grammatical terminology in English appendix 2 in discussing their writing •make simple additions, revisions and corrections to their own writing by: <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

		<p>the continuous form</p> <ul style="list-style-type: none"> - proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) - read aloud what they have written with appropriate intonation to make the meaning clear
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Concept	By the end of Year 3...	By the end of Year 4...
<p>Transcription</p> <p>Present neatly</p>	<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, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] 	<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, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]
<p>Spell correctly</p>	<ul style="list-style-type: none"> •use further prefixes and suffixes and begin to understand how to add them (see English appendix 1) •spell some further homophones •spell words that are often misspelt (see English appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] •use the first 2 or 3 letters of a word to check its spelling in a dictionary •write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far •Use and spell correctly some of the words from the year 3/4 spelling list 	<ul style="list-style-type: none"> •use further prefixes and suffixes and understand how to add them (see English appendix 1) •spell further homophones correctly as well as those taught in previous years •spell words that are often misspelt (see English appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] •use the first 2 or 3 letters of a word to check its spelling in a dictionary •write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far •Use and spell correctly most of the words from the year 3/4 spelling list
<p>Punctuate</p>	<ul style="list-style-type: none"> •Use full stops, questions marks, exclamation marks and capital letters mostly accurately. •Consistently use commas to separate items in a list 	<ul style="list-style-type: none"> •Demarcate sentences accurately throughout a piece of writing using capital letters, full stops, question marks and exclamation marks •Use commas after fronted adverbials

accurately	<ul style="list-style-type: none"> •Use inverted commas to punctuate direct speech •Use apostrophes mostly accurately to show singular possession •Use apostrophes mostly accurately to show omission 	<ul style="list-style-type: none"> •Use inverted commas and other punctuation to indicate direct speech •Use apostrophes mostly accurate to indicate contractions, singular and plural possession
Composition	<ul style="list-style-type: none"> •plan, write, edit and improve •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 •create characters as part of narrative writing •create simple settings as part of narrative writing •use paragraphs to group and organise ideas •begin to sequence paragraphs •in non-narrative writing use organisational devices to structure writing •Write sentences with more than one clause •Use subordinate conjunctions to show time and cause •Use adverbs or adverbial phrases to show time, place and cause •Use prepositions and prepositional phrases to show time and place •Use expanded noun phrases to add detail •Use the simple present and past tense with accuracy •Use the present perfect tense •Use 'a' and 'an' correctly most of the time 	<ul style="list-style-type: none"> •plan, write, edit and improve •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 •In narrative writing there is a clear plot, setting description, character description and direct speech •Use paragraphs to organise ideas around a theme •In non-narrative writing use a wider range of organisational device •Write a range of sentences using by extending the range of subordinating and coordinating conjunctions, including when, if, because, although •Express time, place, cause and enhance cohesion using adverbials, prepositional phrases and pronouns •Add detail and precision through expanding the noun phrases •Make accurate use of the present and past tense in the simple, progressive and perfect forms •Use Standard English verb inflections instead of local dialect forms
Analysis and Presentation	<ul style="list-style-type: none"> •assess the effectiveness of their own and others' writing and begin to suggest improvements •begin to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences •proof read their own work to check for meaning and correct tense with growing accuracy •proofread for spelling and punctuation errors with growing accuracy •make simple changes and improvements to their vocabulary choices with growing independence •read their own writing aloud to a group or the whole class, using some intonation and controlling the tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> •assess the effectiveness of their own and others' writing and suggesting improvements •propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences •proofread for spelling and punctuation errors •Begin to assess the effectiveness of their vocabulary choices and make changes to improve •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

Concept	By the end of Year 5...	By the end of Year 6...
Transcription Present neatly	<ul style="list-style-type: none"> •Write legibly and fluently in a joined style by... -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"> •Maintain legibility in joined handwriting when writing at speed by... -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.
Spell correctly	<ul style="list-style-type: none"> •Use and spell correctly words from the Year 3/4 spelling list •Use and spell correctly some of the words from the Year 5/6 spelling list • (see separate spelling document - Emile) 	<ul style="list-style-type: none"> •Spell correctly most words from the year 5 / year 6 spelling list • (see separate spelling document - Emile)
Punctuate accurately	<ul style="list-style-type: none"> •Demarcate sentences accurately throughout a piece of writing using capital letters, full stops, question marks and exclamation marks •Use commas consistently to clarify meaning or avoid ambiguity in writing •Use inverted commas and other punctuation to indicate direct speech with accuracy •Use apostrophes with increasing accuracy to indicate contractions, singular and plural possession •Indicate parenthesis using brackets, dashes and commas 	<ul style="list-style-type: none"> •Use the complete range of punctuation previously taught mostly correctly •Use the semi-colon, colon and dash to mark the boundary between independent clauses •Use hyphens to avoid ambiguity •Use a colon to introduce a list •Punctuate bullet points consistently
Composition	<ul style="list-style-type: none"> •Identify the audience for and purpose of the writing, selecting the appropriate form and use other similar writing as models for their own •note and develop initial ideas, drawing on reading and research where necessary •in writing narratives, begin to consider how authors have developed characters and settings in what pupils have read, listened to or seen performed •In narrative writing there is a setting description, character description and vocabulary to begin to develop atmosphere •Write accurately in paragraphs •Use dialogue in narratives to convey the character •Use modal verbs to indicate possibility •Use relative clauses starting with which, who and that •Change the position of main and subordinate clauses in sentences 	<ul style="list-style-type: none"> •Identify the audience for and purpose of the writing, selecting the appropriate form and use other similar writing as models for their own •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, listened to or seen performed •select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning •in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action •précis longer passages •use a wide range of devices to build cohesion within and across paragraphs •use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

	<ul style="list-style-type: none"> •Use expanded noun phrases to convey information concisely •Use verb forms consistently and accurately •Use devices to build cohesion within a paragraph •Use adverbials of time, place and number to link ideas across paragraphs 	<ul style="list-style-type: none"> •Use the passive to affect the presentation of information in a sentence •Use modal verbs to indicate possibility •Use relative clauses starting with which, who, where, when, whose, that or with an implied (i.e. omitted relative pronoun) •Use the subjunctive form in more formal writing •Link ideas across paragraphs using a wider range of cohesive devices •Use verb tenses consistently and correctly throughout writing •use the perfect form of verbs to mark relationships of time and cause
<p>Analysis and Presentation</p>	<ul style="list-style-type: none"> •use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. relative clause, modal verb, relative pronoun, parenthesis, bracket, dash, determiner, cohesion, ambiguity. •evaluate and edit by <ul style="list-style-type: none"> - making amendments to grammar, punctuation and spelling in their own and others' work in order to improve it -beginning to remove unnecessary vocabulary and/or irrelevant detail -assessing the effectiveness of vocabulary choices and suggesting and making necessary improvements •proof-read for spelling and punctuation errors •perform their own compositions, using increasingly appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> •use and understand the grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading. active and passive voice, subject and object, hyphen, synonym, colon, semi-colon, bullet points. •evaluate and edit by <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 •proof-read for spelling and punctuation errors •perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

Key vocabulary for each year group

<u>Year group</u>	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	sound letter	letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark	Noun noun phrase Statement question exclamation Command compound Suffix adjective adverb verb tense (past, present) apostrophe comma	preposition conjunction word family prefix clause subordinate clause direct speech consonant consonant letter vowel vowel letter inverted commas (or 'speech marks')	determiner pronoun possessive pronoun adverbial	modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity	subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points