

Writing Progression Document

Early Years Foundation Stage

Nursery	Reception
<p>Educational Programs – must involve activities and experiences for children, as set out under each area of learning.</p> <p>Physical Development – Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy.</p> <p>Writing - Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech before writing)</p>	
<p><u>Children in Nursery will be learning to:</u></p> <p><u>Fine Motor Skills:</u></p> <ul style="list-style-type: none"> - Use fine and gross motor skills to do things independently e.g. manage buttons and zips, pour drinks. - Develop manipulation and control. - Explore different materials and tools <p><u>Writing:</u></p> <ul style="list-style-type: none"> - Enjoy drawing freely. - Add some marks to their drawings which they give meaning to: e.g. ‘that says Mummy;. - Make marks on their picture to represent their name. <p><u>By the end of Nursery, children will be able to:</u></p> <p><u>Fine Motor Skills:</u></p> <ul style="list-style-type: none"> - Use one-handed tools and equipment - Use a comfortable grip with good control when holding pens and pencils. - Show a preference for a dominant hand. <p><u>Writing:</u></p> <ul style="list-style-type: none"> - Use some of their print and letter knowledge in their early writing, e.g. writing 	<p><u>Children in Reception will be learning to:</u></p> <p><u>Fine Motor Skills:</u></p> <ul style="list-style-type: none"> - Develop their small motor skills so they can use a range of tools competently, safely, and confidently including pencils for drawing and writing. - Develop the foundations of a handwriting style which is fast, accurate and efficient. <p><u>Writing:</u></p> <ul style="list-style-type: none"> - Form lower case and capital letters correctly. - Write short sentences by identifying the sounds and then writing the sound with the letter/s, - Write short sentences with words, with known sound-letter correspondences using a capital letter and a full stop. - Re-read what they have read to check that it makes sense. <p><u>Children at the expected level of development (ELG) will be able to:</u></p> <p><u>Fine Motor Skills:</u></p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod/pincer grip in almost all cases. - Begin to show accuracy and care when drawing. <p><u>Writing:</u></p>

<p>a pretend shopping list that starts at the top of the page or writing 'm' for 'mummy'.</p> <ul style="list-style-type: none"> - Write some or all of their name. - Write some letters correctly. 	<ul style="list-style-type: none"> - Write recognizable letters, most of which are correctly formed. - Spell words by identifying sounds in them and representing the sounds with a letter or more than one letter. - Write simple phrases and sentences that can be read by others.
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Writing Skills - EYFS - Year 6

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	<p>Children handle equipment and tools effectively, including pencils for writing.</p> <p>Children write in print.</p>	<p>Sit correctly at the table, holding a pencil comfortably and correctly.</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>Understand which letters belong to which handwriting 'families' and practice these.</p>	<p>Form lower-case letters of the correct size relative to one another.</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, which adjacent to one another, are best left unjoined.</p> <p>Write capitals of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p> <p>Write digits of the correct size and orientation.</p>	<p>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that 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.</p>	<p>Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that 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.</p>	<p>Write legibly, fluently, with increasing speed by:</p> <ul style="list-style-type: none"> - 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. 	<p>Write legibly, fluently, with increasing speed by:</p> <ul style="list-style-type: none"> - 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.

Writing: Grammar and Punctuation

<p>Write simple sentences which can be read by themselves and others.</p>	<p>Word Level Regular plural noun suffixes '-s' or '-es'</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words.</p> <p>How the prefix '-un' changes the meaning of verbs and adjectives.</p>	<p>Word Level Formation of nouns using suffixes such as '-ness', '-er' and by creating compound words.</p> <p>Formation of adjectives using suffixes such as '-ful' and '-less'</p> <p>Use of the suffixes '-er' and '-est' in adjectives. The use of the suffix '-ly' to turn adjectives into adverbs.</p>	<p>Word Level Formation of nouns using a range of prefixes.</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or vowel.</p> <p>Word families based on common words, showing how words are related in form and meaning, e.g. solve/solution.</p>	<p>Word Level The grammatical difference between plural and possessive -s.</p> <p>Standard English forms for verb inflections instead of local spoken forms, e.g. we were/we was.</p>	<p>Word Level Converting nouns or adjectives into verbs using suffixes, e.g. '-ate', '-ise', '-ify'. Verb prefixes, e.g. dis-, de-, mis-, over-, re-.</p>	<p>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.</p> <p>How words are related by meaning as synonyms and antonyms, e.g. big, large, little.</p>
	<p>Sentence Structure How words can combine to make sentences. Joining words and joining sentences using and.</p>	<p>Sentence Structure Subordination (using when, if, that, because) and coordination (using or, and, but).</p> <p>Expanded noun phrases for descriptions and specification, e.g. The blue butterfly. How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p>	<p>Sentence Structure Expressing the time, place and cause using conjunctions (e.g. when, so, before, after, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because).</p>	<p>Sentence Structure Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. 'the teacher' expanded to 'the strict maths teacher with curly hair').</p> <p>Fronted adverbials (e.g. Later that day, I heard bad news).</p>	<p>Sentence Structure Relative clauses beginning with who, which, where, why, whose, that.</p> <p>Indicating degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).</p>	<p>Sentence Structure Use the passive voice to affect the presentation of information in a sentence.</p> <p>The difference between structures 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).</p>

		<p>Text Structure Sequencing sentences to form short narratives.</p>	<p>Text Structure Correct choice and consistent use of the present tense and past tense throughout their writing.</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress.</p>	<p>Text Structure Introduction to paragraphs as a way to group related material.</p> <p>Headings and subheadings to aid presentations.</p> <p>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).</p>	<p>Text Structure: Use paragraphs to organise ideas around a theme.</p> <p>Appropriate choice of pronouns and nouns within and across sentences to aid cohesion and avoid repetition.</p>	<p>Text Structure: Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly).</p> <p>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 has seen her before).</p>	<p>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.</p> <p>Layout devices such as headings, subheadings, columns, bullets and tables to structure text.</p>
		<p>Punctuation Separation of words with spaces.</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Capital letters for names and the personal pronoun I.</p>	<p>Punctuation Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Commas to separate items in a list.</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</p>	<p>Punctuation Introduction to inverted commas to punctuate direct speech.</p>	<p>Punctuation Use of inverted commas and other punctuation to indicate direct speech.</p> <p>Apostrophes to mark plural possession.</p> <p>Use of commas after fronted adverbials.</p>	<p>Punctuation Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity.</p>	<p>Punctuation Use of semi-colon, colon and dash to mark the boundary between independent clauses.</p> <p>Use of the colon to introduce a list and use of the semi-colon within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity.</p>

		Terminology Letter, capital letter, word, singular, plural, sentence, punctuation mark, full stop, question mark, exclamation mark.	Terminology Noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, past tense, present tense, apostrophe, comma.	Terminology Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or speech marks).	Terminology Determiner, pronoun, possessive pronoun, adverbial.	Terminology Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	Terminology 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: <ul style="list-style-type: none"> - Narratives about personal experiences and those of others (real and fictional) - About real events - Poetry - For different purposes (see the four core writing purposes) 				

		<p>Plan Writing Say out loud what they are going to write about.</p>	<p>Plan Writing Plan or say out loud what they are going to write about. Write the idea and/or key words including new vocabulary.</p>	<p>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.</p> <p>Discuss and record ideas.</p>	<p>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.</p> <p>Discuss and record ideas.</p>	<p>Plan Writing 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>When writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to and seen performed.</p>	<p>Plan Writing 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>When writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to and seen performed.</p>
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		<p>Drafting and Writing Compose a sentence orally before writing.</p> <p>Sequence sentences to form short narratives.</p>	<p>Drafting and Writing Encapsulate what they want to say, sentence by sentence.</p>	<p>Drafting and Writing Compose and rehearse sentences orally (including dialogue), progressively building a rich vocabulary and increasing range of sentence structures.</p> <p>Organise paragraphs around a theme.</p> <p>In narratives, create settings, characters and plot.</p> <p>In non-narrative material, use simple organisational devices such as headings and subheadings.</p>	<p>Drafting and Writing Compose and rehearse sentences orally (including dialogue), progressively building a rich vocabulary and increasing range of sentence structures.</p> <p>Organise paragraphs around a theme.</p> <p>In narratives, create settings, characters and plot.</p> <p>In non-narrative material, use simple organisational devices such as headings and subheadings.</p>	<p>Drafting and Writing Select appropriate grammar and vocabulary, 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>Précis 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 organizational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining).</p>	<p>Drafting and Writing Select appropriate grammar and vocabulary, 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>Précis 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 organizational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining).</p>
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	<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>Evaluate and Edit Make additions, revisions and corrections to their own writing by evaluating their own writing with the teacher or with other pupils.</p> <p>Rereading their writing to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Proofread to check for errors in spelling, grammar and punctuation errors.</p>	<p>Evaluate and Edit 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.</p> <p>Proofread for spelling, grammar and punctuation errors.</p>	<p>Evaluate and Edit 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.</p> <p>Proofread for spelling, grammar and punctuation errors.</p>	<p>Evaluate and Edit Assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Propose change to grammar, vocabulary 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 and choosing the appropriate registers.</p> <p>Proofread for spelling, grammar and punctuation errors.</p>	<p>Evaluate and Edit Assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Propose change to grammar, vocabulary 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 and choosing the appropriate registers.</p> <p>Proofread for spelling, grammar and punctuation errors.</p>
	<p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Read aloud their writing with appropriate intonation to make the meaning clear.</p>	<p>Reading aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Reading aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>