

English: Writing Progression – Knowledge Progression Document



Transcription (Spellings)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Hear and say the initial sounds in words.	Spell words containing each of the 40+ phonemes already taught mostly accurately.	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others.	Accurately spell the majority of the words on the KS1 spelling list and some of the words on the Y3/Y4 spelling list.	Accurately spell of the majority of the words on the Year 3/4 spelling list	Accurately spell of the majority of words from Y3/Y4 spelling list and apply spelling rules from Y3/Y4 curriculum.	Spell correctly most words from the Year 5/6 spelling list.
Link sounds to letters.	Show some accurate use of -ing -ed -er -est where no change is needed in the spelling of root words for example: helping, helped, helper.	Recognise new ways of spelling phonemes for which one or more spellings are already known.	Apply the Year 3/4 rules that have been taught, including accurately spelling words with some prefixes and suffixes and some common homophones.	Correctly apply the Y3/Y4 rules taught for adding prefixes and suffixes.	Accurately spell some words from Year 5/6 spelling list.	Use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
Write graphemes for the 40+ phonemes mostly accurately.	Use their phase 2, 3, 4 and 5 phonic knowledge to write words in ways which match their spoken sounds (many being spelt correctly and others being phonetically plausible).	Recognise and spell common homophones (e.g., bare/bear, blue/blew).	Begin to use a dictionary / spell checker to check the spelling of words.	Spell more homophones correctly.	Apply the spelling rules from Year 5/6 curriculum to add verb prefixes correctly.	Spell complex homophones and near-homophones, including who's/whose and stationary/stationery.
Write words in ways which match their spoken sounds.	Use -s, -es to form regular plurals correctly.	Spell many common exception words.	Spell most Y3/Y4 words correctly.	Use a dictionary / spell checker to check the spelling of words.	Convert nouns or adjectives into verbs using suffixes.	Draw on their knowledge of morphology and etymology to spell correctly.
Spell some simple cvc, ccvc, cvcc words correctly.	Use the prefix -un.	Spell more words with contracted forms.	Begin to use a dictionary / spell checker to check the spelling of words.	Spell words using the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies').	Use a dictionary to check the spelling of more uncommon or ambitious vocabulary.	
Begin to write some irregular common words.	Spell most year 1 common exception words correctly.	Apply phase 6 spelling rules when adding suffixes and prefixes to root words.	Spell most Y3/Y4 words correctly.	Spell all Y3/Y4 words correctly.		
Know most of the names of the letters of the alphabet.	Spell simple compound words.	Spell most Y1 and Y2 common exception words correctly.				
Hear and say the initial sounds in words.		Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness-, -ful, -less, -ly).				
Link sounds to letters.						
Spell some words that have more than one syllable.						
Write some irregular common high frequency words.						

Handwriting						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Being to use anti-clockwise movement and retrace vertical lines.</p> <p>Show a preference for a dominant hand.</p> <p>Begin to form some clearly identifiable letters to communicate meaning.</p> <p>Handle equipment and Tools effectively, including pencils for writing.</p> <p>Write simple sentences which can be read by themselves and others.</p> <p>Correctly form most letters of the alphabet (lower case).</p>	<p>Form lower-case and capital letters in the correct direction, starting and finishing in the right place.</p> <p>Leave spaces between words.</p> <p>Correctly form many capital letters</p> <p>Form letters of the correct size, orientation and relationship to one another.</p> <p>Begin to join once all of above is concrete.</p>	<p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>Use spacing between words that reflects the size of letters.</p> <p>Begin to use the diagonal and horizontal strokes needed to join some letters.</p> <p>Begin to join some adjacent letters together with the correct joins.</p>	<p>Use legible, joined handwriting with increasing accuracy.</p> <p>Use legible, joined handwriting.</p>	<p>Use legible, joined handwriting consistently.</p> <p>Maintain legibility in joined handwriting.</p>	<p>Maintain legibility in joined handwriting.</p> <p>Maintain legibility in joined handwriting when writing at speed.</p>	<p>Maintain legibility in joined handwriting when writing at speed.</p> <p>To appropriately match the standard of handwriting to the task in hand (unjoined for labelling a diagram, capitals for filling in a form).</p>

Composition						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Give meaning to marks as they draw and paint.	Sequence sentences to form short narratives.	Write simple, coherent narratives about personal experiences and those of others (real or fictional)	Write effectively for a range of purposes and audiences, using appropriate language.	Write effectively for a range of purposes and audiences, starting to select language to interest and engage the reader.	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.	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).
Begins to break the flow of speech into words.	Compose a simple sentence orally before writing it.	Write about real events, recording these simply and clearly.	In narratives, develop settings, characters and plot in non-narrative writing, use simple organisational devices (for example, headings and sub- headings).	In narratives, describe settings and characters, using a range of descriptive devices.	In narratives, describe settings and characters and begin to describe atmosphere.	In narratives, describe settings, characters and atmosphere.
Write their own names.	Read aloud what they have written.	Write simple poetry.	Begin to use paragraphs to structure writing.	In non-fiction use a consistent and appropriate structure.	Begin to integrate dialogue within narratives to develop characters.	Integrate dialogue to convey character and advance the action.
Write label and captions.	Re-read what they have written to check that it makes sense and make suggested change.	Compose sentences orally before writing them.	Make simple additions, revisions and proof-reading corrections.	Use paragraphs to organise and structure according to purpose and audience.	Begin to manipulate sentence structure for effect.	Exercise assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
Write simple sentences which can be read by themselves and others.	Draw on stories they know to inform their language and sentence structure in their writing.	Encapsulate what they want to say, sentence by sentence.	Use dialogue sparingly so it effectively adds detail to the writing.	Proof-read confidently and amend their own and others writing.	Begin to proof-read their work and assess the effectiveness of their own and others writing & make necessary corrections and improvements.	Distinguish between the language of speech and writing and choose the appropriate register.
To express themselves effectively, showing awareness of listeners' needs.	Use some features of different text types in their writing.	Plan what to write by writing down ideas and key words/vocabulary.	Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (technical terminology, vivid language, word choice for emphasis).	Begin to integrate dialogue within narratives to develop characters and advance the action.	Select precise vocabulary and grammatical structures that reflect the level of formality mostly accurately.	Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read and models for their own writing (e.g., literally language, characterisation, structure).
Use key features of narrative in their writing.	Use simple and compound sentence structures.	Re-read what they have written to ensure it makes sense and make any necessary changes.	Proof-read confidently and amend their own and others writing correcting errors in grammar, punctuation and spelling and adding nouns / pronouns for cohesion.	Use the passive and active voice appropriately to control the level of formality of a piece of writing.		
	Re-read what they have written and independently make changes.	Write effectively and coherently for different purposes drawing on their reading to inform the vocabulary and grammar of their writing.				
	Link sentences together with increasing fluency to form a short narrative.	Make simple additional and revision and proofreading corrections to their own writing.				

Vocabulary, Grammar and Punctuation						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Extend vocabulary by grouping and naming objects.</p> <p>Explore the meaning of new words.</p> <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Use a capital letter when writing their own name.</p>	<p>To use adjectives to describe nouns.</p> <p>Punctuate sentences using a capital letter and a full stop mostly correctly.</p> <p>Use conjunctions to join clauses e.g. 'and', 'but', 'so'.</p> <p>Use a capital letter for the personal pronoun 'I'.</p> <p>Use a capital letter for names of people, places, the days of the week mostly correctly.</p> <p>Begin to use question marks and exclamation marks to punctuate sentences.</p> <p>Begin to use adjectives correctly in their sentences.</p> <p>Consistently use the full range of punctuation taught by the end of year one (mostly correctly).</p> <p>Draw on stories they know to inform their language and sentence structure in their writing.</p>	<p>Use present and past tense mostly correctly and consistently.</p> <p>Form sentences with different forms: statement, question, exclamation, command.</p> <p>Use co-ordination (e.g., or/and/but) and some subordination (e.g., when /if/that/because) to join clauses.</p> <p>Use expanded noun phrases to describe and specify.</p> <p>Demarcate most sentences in their writing with capital letters and full stops, and use question marks and exclamation marks correctly when required.</p> <p>Use the punctuation taught at Key Stage 1 mostly correctly.</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although.</p> <p>Use adverbs and prepositions to express place, time and cause.</p> <p>Begin to use accurate verb tenses and subject-verb agreement in pieces of writing, including the present perfect tense.</p> <p>Use expanded noun phrases to describe setting, characters and plots.</p> <p>Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, and apostrophes for contractions and singular possession.</p> <p>Begin to use inverted commas for dialogue. Include dialogue in narrative, punctuated with inverted commas.</p> <p>Maintain standard English forms e.g. a/an correctly.</p>	<p>Show appropriate use of fronted adverbials, correctly.</p> <p>Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositions.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion.</p> <p>Use a wide range of co-ordinating and subordinating conjunctions.</p> <p>Use present, past, progressive and perfect tense verb forms accurately.</p> <p>Correctly use capital letters, full stops, question marks, exclamation marks, commas for lists, commas after fronted adverbials, and apostrophes for contractions and for both singular and plural possession and inverted commas.</p> <p>Maintain standard English forms e.g., was/were correctly.</p>	<p>Use adverbs to add detail, qualification and precision.</p> <p>Use relative clauses beginning with a relative pronoun (who, which, where, when, whose, that).</p> <p>Use a range of devices to build cohesion within and across paragraphs (conjunctions, adverbials, pronouns, synonyms).</p> <p>Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing.</p> <p>Use a range of punctuation, mostly accurately, including parenthesis, brackets, dashes, ellipses, hyphens and colons to introduce lists.</p> <p>Use commas to clarify meaning or avoid ambiguity with increasing accuracy.</p> <p>Use the full range of punctuation taught correctly and appropriately to enhance meaning.</p>	<p>Select vocabulary and grammatical structures that reflect what the writing requires, (e.g., using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</p> <p>Use a range of devices to build cohesion within and across paragraphs (e.g., conjunctions, adverbials of time and place, pronouns, synonyms).</p> <p>Use verb tenses consistently and correctly throughout their writing.</p> <p>Integrate dialogue in narratives to convey character and advance the action.</p> <p>Use the range of punctuation taught at Key Stage 2 mostly correctly^ (e.g., inverted commas and other punctuation to indicate direct speech).</p>

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<p>Use a range of precise vocabulary (nouns, verbs, adjectives).</p> <p>Use a wide range of co-ordinating and subordinating conjunctions within and across sentences.</p>	<p>Consistently use the full range of punctuation taught in Y3/Y4 mostly correctly.</p> <p>Expand noun phrases with addition of ambitious modifying objectives and prepositional phrases.</p> <p>Choose language used in dialogue effectively to convey characters, thoughts and feelings.</p>		<p>Use the range of punctuation taught at Key Stage 2 mostly correctly (e.g., semi-colons, dashes, colons, hyphens) and when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</p>

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