

- = National Curriculum
- = Focus Statement
- = Both

# Progression in Writing



| Early Years |   | Key Stage 1   |  | Lower Key Stage 2  |  |
|-------------|---|---|--|--|--|
| Reception   |   | Year 1  | Year 2   | Year 3   | Year 4   |
| Handwriting | Children handle equipment and tools effectively, including pencils for writing. | Sit correctly at the table, holding a pencil comfortably and correctly.                               |  |  |  |
|             |   | Begin to form lower-case letters in the correct direction, starting and finishing in the right place. | 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. | Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. |  |
|             |   | Form capital letters.   | 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.   |  |  |
|             |   | Form digits 0-9.  | Write digits of the correct size and orientation.  |  |  |
|             |   | Understand which letters belong to which handwriting 'families' and practise these.                   |  |  |  |
|             |   |   |  |  | 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. |

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|----------|---|--|---|---|---|---|---|--|
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|          |   |  |   | Year 3  |   | Year 4  |   |  |
| Spelling | To use their phonic knowledge to write words in ways which match their spoken sounds. | How the prefix –un changes the meaning of verbs and adjectives<br><i>(in composition section of Focus sheet)</i> |   |   |   | The formation of nouns using a range of prefixes.   |   |  |
|          |   | Spell words containing each of the 40+ phonemes already taught.  |   | Spell by segmenting words into phonemes and representing these by graphemes, spelling many correctly.   |   | Word families based on common words, showing how words are related in form and meaning e.g. solve/solution.   |   |  |
|          |   |  |   | Learn new ways of spelling phonemes for which one or more spellings are already known and learn some words with each spelling, including a few common homophones. |   | Use the forms of <i>a</i> or <i>an</i> according to whether the next word begins with a vowel or a consonant. |   |  |
|          | To write some irregular common words.   |  | Spell common exception words.   |   |   |   | Spell common exception words.   |  |
|          |   |  |   |   | Spell more words with contracted forms.             |   |   |  |
|          |   |  |   |   | Distinguish between homophones and near homophones. |   | Spell further homophones.   |  |
|          |   |  | Spell the days of the week.   |   |   |   |   |  |
|          |   |  |   |   |   |   | Spell words that are often misspelt.  |  |
|          |   |  | Name the letters of the alphabet:<br><ul style="list-style-type: none"> <li>- Name in order</li> <li>- Use letter names to distinguish between alternative spellings of the same sound.</li> <li>-</li> </ul> |   |   |   | Use the first two or three letters of a word to check its spelling in a dictionary. |  |

|  |   |  |   |   |  |
|--|---|--|---|---|--|
|  |   | <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> <li>• -s or -es</li> <li>• Un-</li> <li>• -ing -ed, -er, -est (where no change is needed in the spelling of the root word)</li> </ul> <p>(in composition section of Focus sheets)</p> | <p>Add suffixes to spell longer words:</p> <p>-ment, -ness, -ful, -less, -ly.</p>   | <p>Use further prefixes and suffixes and understand how to add them.</p>  |  |
|  |   | <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>  | <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words and punctuation taught so far.</p> | <p>Write from memory simple sentences, dictated by the teacher, that include taught words and punctuation taught so far.</p>  |  |
|  | <p>Use what is known about alternative phonemes to narrow down possibilities for accurate spelling.</p> |  |   |   |  |
|  |   | <p>Identify phonemes in unfamiliar words and use syllables to divide words.</p>  |   |   |  |
|  |   | <p>Spell by learning the possessive apostrophe (singular).</p>   |   | <p>The grammatical difference between plural and possessive.</p> <p>Place the possessive apostrophe accurately in words with regular plurals (house's or houses') and in words with irregular plurals (woman = women's)</p> <p>(in punctuation section of Focus sheets)</p> |  |

Grammar and Punctuation

| Early Years   | Key Stage 1                                    |  | Lower Key Stage 2  |  |
|---|--|--|--|--|
| Reception   | Year 1   | Year 2   | Year 3   | Year 4   |
| To show an understanding of prepositions, such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. | Sentence Structure                             |  | Sentence Structure   |  |
|   | How words can combine to make sentences.       | Subordination (using when, if, that, because) and coordination (using or, and, or, but).                           | Expressing the time, place and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before, after, during, in, because). | 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). |
| To begin to use more complex sentences to link thoughts when speaking, e.g. using 'and' and 'because'.                                | Joining words and joining sentences using and. | Expanded noun phrases for description and specification (e.g. the blue butterfly).                                 |  | Fronted adverbials (e.g. Later that day, I heard bad news).  |
|   |  | How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. |  |  |
|   | Text Structure                                 |  | Text Structure   |  |
| To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.         |  | Correct choice and consistent use of the present tense and past tense throughout handwriting.                      | Introduction to paragraphs as a way to group related material.   | Use paragraphs to organise ideas around a theme.   |
|   |  | Use of the progressive form of verbs in the present and past tense to mark actions in progress.                    | Headings and sub-headings to aid presentations.  | Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition.   |
|   |  |  | 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)  |  |

|  |  | Punctuation  |  | Punctuation  |  |
|--|--|--|--|--|--|
|  |  | Separation of words with spaces.<br><i>(in composition section of Focus sheets)</i>  | Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.   | Introduction to inverted commas to punctuate direct speech.  | Use of inverted commas and other punctuation to indicate direct speech.  |
|  |  | Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.  | Commas to separate items in a list.  |  | Apostrophes to mark plural possession.   |
|  |  | Capital letters for names and the personal pronoun I.  | Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.  |  | Use of commas after fronted adverbials.  |
|  |  | Terminology  | Terminology  | Terminology  | Terminology  |
|  |  | <ul style="list-style-type: none"> <li>- Letter</li> <li>- Capital letter</li> <li>- Word</li> <li>- Singular</li> <li>- Plural</li> <li>- Sentence</li> <li>- Punctuation mark</li> <li>- Full Stop</li> <li>- Question mark</li> <li>- Exclamation mark</li> </ul> | <ul style="list-style-type: none"> <li>- Noun</li> <li>- Noun phrase</li> <li>- Statement</li> <li>- Question</li> <li>- Exclamation</li> <li>- Command</li> <li>- Compound</li> <li>- Suffix</li> <li>- Adjective</li> <li>- Adverb</li> <li>- Verb</li> <li>- Past and present tense</li> <li>- Apostrophe</li> <li>- Comma</li> </ul> | <ul style="list-style-type: none"> <li>- Preposition</li> <li>- Conjunction</li> <li>- Word family</li> <li>- Prefix</li> <li>- Clause</li> <li>- Subordinate clause</li> <li>- Main clause</li> <li>- Direct speech</li> <li>- Inverted commas</li> <li>- Consonant</li> <li>- Vowel</li> </ul> | <ul style="list-style-type: none"> <li>- Determiner</li> <li>- Pronoun</li> <li>- Possessive pronoun</li> <li>- Adverbial</li> </ul> |

|             |   | Early Years                                      |  | Keys Stage 1  |  | Lower Key Stage 2  |  |
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|             |   | Reception  |  | Year 1  |  | Year 2   |  |
|             |   | Year 3   |  | Year 4  |  |  |  |
| Composition | Write simple sentences which can be read by themselves and others.                                |  |  | Develop positive attitudes towards and stamina for writing by writing:  |  |  |  |
|             | To answer 'how' and 'why' questions about their experiences and in response to stories or events. |  |  | <ul style="list-style-type: none"> <li>- narratives about personal experiences and those of others (real and fictional)</li> <li>- about real events</li> <li>- poetry</li> <li>- for different purposes</li> </ul> |  |  |  |
|             |   | Plan writing                                     |  |   |  | Plan writing   |  |
|             |   | Say out loud what they are going to write about. |  | Plan or say out loud what they are going to write about.  |  | Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.                |  |
|             |   |  |  | Write idea and/or key words including new vocab.  |  | Discuss and record ideas.  |  |
|             |   | Drafting and writing                             |  |   |  | Drafting and writing   |  |
|             | To develop their own narratives and explanations by connecting ideas or events.                   | Compose a sentence orally before writing.        |  |   |  | Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures. |  |
|             |   | Sequence sentences to form short narratives.     |  | Encapsulate what they want to say, sentence by sentence.  |  |  |  |
|             |   |  |  |   |  | In narratives, create settings, characters and plot.   |  |

|  |   | Evaluate and edit   |   | Evaluate and edit   |  |
|--|---|---|---|---|--|
|  |   |   | <p>Make additions, revision and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>- Evaluating their own writing with the teacher or other pupils.</li> <li>- Rereading to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</li> </ul> | 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.                              |  |
|  | 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.   |  |
|  | 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. |  |
|  | Discuss what they have written with the teacher or other pupils.                    |   |   |   |  |