

Writing Progression at Hope Brook

EYFS – Early Learning Goals (ELG)

Writing: Transcription and Spelling

| | EYFS | | KS1 | | KS2 | | | |
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| | 3-4 year olds | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Phonics and Spelling Rules | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> To know all letters of the alphabet and the sounds which they most commonly represent. To recognise consonant digraphs which have been taught and the sounds which they represent. To recognise vowel digraphs which have been taught and the sounds which they represent. To recognise words with adjacent consonants. To accurately spell most words containing the 40+ previously | <ul style="list-style-type: none"> To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, | <ul style="list-style-type: none"> To spell words with the /ei/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey). To spell words with the /i/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym). To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character). To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique). | <ul style="list-style-type: none"> To spell words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television). To spell words with a /shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission). To spell words with a /shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no | <ul style="list-style-type: none"> To spell words with endings that sound like /shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious). To spell words with endings that sound like /shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious). To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight). To spell words containing the letter string | <ul style="list-style-type: none"> Spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably). To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/ terribly, visible/visibly, incredible/incredibly, sensible/sensibly). To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions |

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| | | | <p>taught phonemes and GPCs.</p> <ul style="list-style-type: none"> • To spell some words in a phonically plausible way, even if sometimes incorrect. • To apply Y1 spelling rules and guidance.* | <p>blue/ blew, night/knight).</p> <ul style="list-style-type: none"> • To apply further Y2 spelling rules and guidance.* | <ul style="list-style-type: none"> • To spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure). • To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country). • To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure). • To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure). | <p>definite root, e.g. invention, injection, action, hesitation, completion).</p> <ul style="list-style-type: none"> • To spell words with a /shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician). • To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent) | <p>'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).</p> | <p>(e.g. protein, caffeine, seize).</p> <ul style="list-style-type: none"> • To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial). • To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential). |
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Transcription and Spelling

| | EYFS | | KS1 | | KS2 | | | |
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| | 3-4 year olds | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Common Exception Words | | | <ul style="list-style-type: none"> • To spell all Y1 common exception words correctly.* • To spell days of the week correctly. | <ul style="list-style-type: none"> • To spell most Y1 and Y2 common exception words correctly. | <ul style="list-style-type: none"> • To spell many of the Y3 and Y4 statutory spelling words correctly. | <ul style="list-style-type: none"> • To spell all of the Y3 and Y4 statutory spelling words correctly | <ul style="list-style-type: none"> • To spell many of the Y5 and Y6 statutory spelling words correctly | <ul style="list-style-type: none"> • To spell all of the Y5 and Y6 statutory spelling words correctly. |
| Prefixes and Suffixes | | | <ul style="list-style-type: none"> • To use -s and -es to form regular plurals correctly. • To use the prefix 'un-' accurately. • To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest). | <ul style="list-style-type: none"> • To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly. | <ul style="list-style-type: none"> • To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse). • To spell most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules. • To spell words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than | <ul style="list-style-type: none"> • To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense). • To form nouns with the suffix -ation (e.g. information, adoration, sensation, | <ul style="list-style-type: none"> • To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate, communicate). • To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise). • To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify). | <ul style="list-style-type: none"> • To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance). • To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, |

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| | | | | | one syllable (unstressed last syllable, e.g. limiting offering). • To spell words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning). | preparation, admiration). • To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous). | • To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten). | frequency, confident, confidence, obedient, obedience, independent). • To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference). |
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| | EYFS | | KS1 | | KS2 | | | |
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| | 3-4 years | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Further Spelling Conventions | | | • To spell simple compound words (e.g. dustbin, football). • To read words that they have spelt. | • To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. | • To spell some more complex homophones and near-homophones, including here/hear, | • To spell words that use the possessive apostrophe with plural words, including irregular plurals | • To spell complex homophones and near homophones, including who's/whose and | • To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs |

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| | | | <ul style="list-style-type: none"> • To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes. | <ul style="list-style-type: none"> • To learn the possessive singular apostrophe (e.g. the girl's book). • To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. • To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single syllable and multi-syllabic words. • To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings). | brake/break and mail/ male. <ul style="list-style-type: none"> • To use the first two or three letters of a word to check its spelling in a dictionary. | (e.g. girls', boys', babies', children's, men's, mice's). <ul style="list-style-type: none"> • To use their spelling knowledge to use a dictionary more efficiently. | stationary/stationery. <ul style="list-style-type: none"> • To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary | that end in -se/-sy (e.g. practice/practise, licence/license, advice/advise). <ul style="list-style-type: none"> • To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own). • To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. • To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms. |
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Writing: Transcription and Handwriting

| | EYFS | | KS1 | | KS2 | | | |
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| | 3-4 year olds | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Letter Formation, Placement and Positioning | <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. • Write some letters accurately. | <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. • Form lower case and capital letters correctly. • Hold a pencil effectively in | <ul style="list-style-type: none"> • To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. • To sit correctly at a table, holding a pencil comfortably and correctly. • To form digits 0-9. • To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. | <ul style="list-style-type: none"> • To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. • To form lower case letters of the correct size, relative to one another. • To use spacing between words that reflects the size of the letters | <ul style="list-style-type: none"> • To use a neat, joined handwriting style with increasing accuracy | <ul style="list-style-type: none"> • To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. | <ul style="list-style-type: none"> • To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. • To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. | <ul style="list-style-type: none"> • To write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> -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. |

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| | | <p>preparation for fluent writing – using the tripod grip in almost all cases.</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. | | | | | | |
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| | EYFS | | KS1 | | KS2 | | | |
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| | 3-4 year olds | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Joining Letters | | | | <ul style="list-style-type: none"> • To begin to use the diagonal and horizontal strokes needed to join letters. | <ul style="list-style-type: none"> • To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined. | <ul style="list-style-type: none"> • To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency. | <ul style="list-style-type: none"> • To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way. | <ul style="list-style-type: none"> • To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form). |

Writing: Composition

| | EYFS | | KS1 | | KS2 | | | |
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| | 3-4 year olds | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Planning, Writing and Editing | <ul style="list-style-type: none"> • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • 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; write 'm' for mummy. • Write some or all of their name. Write some letters accurately. • Begin to develop complex stories using small world | <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. • 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. | <ul style="list-style-type: none"> • To say out loud what they are going to write about. • To compose a sentence orally before writing it. • To sequence sentences to form short narratives. • To discuss what they have written with the teacher or other pupils. • To reread their writing to check that it makes sense and to independently begin to make changes. • To read their writing aloud clearly enough to be heard by their peers and the teacher. • To use adjectives to describe. | <ul style="list-style-type: none"> • To write narratives about personal experiences and those of others (real and fictional). • To write about real events. • To write simple poetry. • To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary. • To encapsulate what they want to say, sentence by sentence. • To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. | <ul style="list-style-type: none"> • To begin to use ideas from their own reading and modelled examples to plan their writing. • To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. • To begin to organise their writing into paragraphs around a theme. • To compose and rehearse sentences orally (including dialogue). | <ul style="list-style-type: none"> • To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. • To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ | <ul style="list-style-type: none"> • To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. • To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. • To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. • To consistently link ideas across paragraphs. | <ul style="list-style-type: none"> • To note down and develop initial ideas, drawing on reading and research where necessary. • To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). • To use a wide range of devices to build cohesion within and across paragraphs. • To habitually proofread for spelling and punctuation errors. • To propose changes to vocabulary, grammar and |

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| | <p>equipment, like animal sets, dolls and dolls, houses etc.</p> | <ul style="list-style-type: none"> • Use new vocabulary in different contexts. • 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. • Develop storylines in their pretend play. <p>Write simple phrases and sentences that can be read by others.</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and teachers. | | <ul style="list-style-type: none"> • To reread to check that their writing makes sense and that the correct tense is used throughout. • To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly). | | <p>pronouns for cohesion.</p> | <ul style="list-style-type: none"> • To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements. | <p>punctuation to enhance effects and clarify meaning.</p> <ul style="list-style-type: none"> • To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing. |
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| | EYFS | | KS1 | | KS2 | | | |
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| | 3-4 year olds | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Awareness of Audience, Purpose and Structure. | | <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. • 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." • Learn new vocabulary. • Use new vocabulary throughout the day. • Describe events in some detail. | <ul style="list-style-type: none"> • To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. • To start to engage readers by using adjectives to describe. | <ul style="list-style-type: none"> • To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. • To use new vocabulary from their reading, their discussions about it (one to one and as a whole class) and from their wider experiences. • To read aloud what they have written with appropriate intonation to make the meaning clear. | <ul style="list-style-type: none"> • To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction). • To make deliberate ambitious word choices to add detail. • To begin to create settings, characters and plot in narratives. | <ul style="list-style-type: none"> • To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). • To write a range of narratives that are well-structured and well-paced. • To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. • To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear. | <ul style="list-style-type: none"> • To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. • To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace. • To regularly use dialogue to convey a character and to advance the action. • To perform their own compositions | <ul style="list-style-type: none"> • To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). • To distinguish between the language of speech and writing and to choose the appropriate level of formality. • To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in |

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| | | <ul style="list-style-type: none"> • Use talk to help work out problems and organise thinking and activities. • Explain how things work and why they might happen. • Develop social phrases. • Use new vocabulary in different contexts. • Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. • 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 | | | | | <p>confidently using appropriate intonation, volume and movement so that meaning is clear.</p> | <p>narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p> |
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| | | <p>introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <ul style="list-style-type: none">• 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. | | | | | | |
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Writing: Vocabulary, Grammar and Punctuation

| | EYFS | | KS1 | | KS2 | | | |
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| | 3-4 year olds | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Sentence Construction and Tense | <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. | <ul style="list-style-type: none"> Use new vocabulary throughout the day. Articulate their ideas and thoughts in well-informed sentences. Connect one idea or action to another using a range of connectives. 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 about their experiences using full sentences, including the use of past, present and future tenses and making use | <ul style="list-style-type: none"> To use simple sentence structures. | <ul style="list-style-type: none"> To use the present tense and the past tense mostly correctly and consistently. To form sentences with different forms: statement, question, exclamation, command. To use some features of written Standard English. | <ul style="list-style-type: none"> To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing. | <ul style="list-style-type: none"> To always maintain an accurate tense throughout a piece of writing. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'. | <ul style="list-style-type: none"> To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. To ensure the consistent and correct use of tense throughout all pieces of writing. | <ul style="list-style-type: none"> To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. |
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| | | of conjunctions with modelling and support from the teacher. | | | | | | |
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| | EYFS | | KS1 | | KS2 | | | |
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| | 3-4 year olds | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Use of Phrases and Clauses | <ul style="list-style-type: none"> • Use longer sentences of four to six words. | <ul style="list-style-type: none"> • Articulate their ideas and thoughts in well-informed sentences. • Connect one idea or action to another using a range of connectives. • 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. | <ul style="list-style-type: none"> • To use the joining word (conjunction) 'and' to link ideas and sentences. • To begin to form simple compound sentences. | <ul style="list-style-type: none"> • To using co-ordination (or/and/but). • To use some subordination (when/if/that/because). • To use expanded noun phrases to describe and specify (e.g. the blue butterfly). | <ul style="list-style-type: none"> • To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. • To use a range of conjunctions, adverbs and prepositions to show time, place and cause. | <ul style="list-style-type: none"> • To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. • To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier | <ul style="list-style-type: none"> • To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). • To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative | <ul style="list-style-type: none"> • To use the subjunctive form in formal writing. • To use the perfect form of verbs to mark relationships of time and cause. • To use the passive voice. • To use question tags in informal writing. |

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| | | | | | | <p>with an unbreakable spirit.</p> <ul style="list-style-type: none"> • To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. | <p>pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.</p> | |
| Punctuation | | | <ul style="list-style-type: none"> • To use capital letters for names, places, the days of the week and the personal pronoun 'I'. • To use finger spaces. • To use full stops to end sentences. • To begin to use question marks and exclamation marks. | <ul style="list-style-type: none"> • To use the full range of punctuation taught at key stage 1 mostly correctly including: - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; - apostrophes to mark singular possession and contractions. | <ul style="list-style-type: none"> • To use the full range of punctuation from previous year groups. • To punctuate direct speech accurately, including the use of inverted commas. | <ul style="list-style-type: none"> • To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. • To consistently use apostrophes for singular and plural possession. | <ul style="list-style-type: none"> • To use commas consistently to clarify meaning or to avoid ambiguity. • To use brackets, dashes or commas to indicate parenthesis. | <ul style="list-style-type: none"> • To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semicolons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity. |

| | EYFS | | KS1 | | KS2 | | | |
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| | 3-4 year olds | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Use of Terminology | | | <ul style="list-style-type: none"> To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark. | <ul style="list-style-type: none"> To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma. | <ul style="list-style-type: none"> To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks). | <ul style="list-style-type: none"> To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial. | <ul style="list-style-type: none"> To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity. | <ul style="list-style-type: none"> To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points. |

*These are detailed in the word lists within the spelling appendix to the national curriculum (English appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.

Progression of Writing Genres

| | EYFS | KS1 | | KS2 | | | |
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| | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Instructions | <ul style="list-style-type: none"> • Lists of instructions linked to actions or procedures e.g. baking. | <ul style="list-style-type: none"> • Ideas grouped in sentences in time sequence. • Written in the imperative e.g. sift the flour. • Use of numbers or bullet points to signal order. | <ul style="list-style-type: none"> • A goal is outlined – a statement about what is to be achieved. • Written in sequenced steps to achieve the goal. • Diagrams and illustrations are used to make the process clearer. | <ul style="list-style-type: none"> • A set of ingredients and equipment needed are outlined clearly. • Organised into clear points denoted by time. | <ul style="list-style-type: none"> • A set of ingredients and equipment needed are outlined clearly. • Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter. • Friendly tips/suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg. | <ul style="list-style-type: none"> • Consolidate work from previous learning. • Can write accurate instructions for complicated processes. • Can write imaginative instructions using flair and humour. | <ul style="list-style-type: none"> • Consolidate work from previous learning. |
| Recount – experiences, diary, police reports, sports reports | <ul style="list-style-type: none"> • Labelling posters or writing about experiences | <ul style="list-style-type: none"> • Ideas grouped together in time sequence. • Written in first person. • Written in the past tense. • Focused on individual or group | <ul style="list-style-type: none"> • Brief introduction and conclusion. • Written in the past tense e.g. I went... I saw... • Main ideas organised in groups. • Ideas organised in chronological order | <ul style="list-style-type: none"> • Clear introduction. • Organised into paragraphs shaped around key events. • A closing statement to summarise the overall impact. | <ul style="list-style-type: none"> • Clear introduction and conclusion. • Links between sentences help to navigate the reader from one idea to the next. • Paragraphs organised correctly around key events. | <ul style="list-style-type: none"> • Developed introduction and conclusion including elaborated personal response. • Description of events are detailed and engaging. • The information is organised | <ul style="list-style-type: none"> • The report is well constructed and answers the reader's questions. • The writer understands the impact and thinks about the response. |

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| | | participants e.g. I, we | using connectives that signal time. | | <ul style="list-style-type: none"> • Elaboration is used to reveal the writer's emotions and responses. | <p>chronologically with clear signals to the reader about time, place and personal response.</p> <ul style="list-style-type: none"> • Purpose of the recount an experience revealing the writer's perspective. | <ul style="list-style-type: none"> • Information is prioritized according to importance and a frame of response set up for the reply |
| Non-Chronological Reports | <ul style="list-style-type: none"> • Writing about experiences or truffle moments. | <ul style="list-style-type: none"> • Ideas grouped together for similarity. • Attempts at third person writing. e.g. The man was run over. • Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... | <ul style="list-style-type: none"> • Brief introduction and conclusion. • Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... • Main ideas organised in groups. | <ul style="list-style-type: none"> • Clear introduction. • Organised into paragraphs shaped around a key topic sentence. • Use of subheadings. | <ul style="list-style-type: none"> • Clear introduction and conclusion. • Links between sentences help to navigate the reader from one idea to the next. • Paragraphs organised correctly into key ideas. • Sub-headings are used to organise information. E.g. Qualities, body parts, behaviour | <ul style="list-style-type: none"> • Developed introduction and conclusion using all the layout features. • Description of the phenomenon is technical and accurate. • Generalized sentences are used to categorise and sort information for the reader. • Purpose of the report is to inform the reader and to describe the way things are. • Formal and technical language used throughout to engage the reader. | <ul style="list-style-type: none"> • The report is well constructed and answers the reader's questions. • The writer understands the impact and thinks about the response. • Information is prioritised according to importance and a frame of response set up for the reply. |
| Letters | <ul style="list-style-type: none"> • Writing short letters to others, using envelopes. | <ul style="list-style-type: none"> • Ideas grouped in sentences in time sequence. | <ul style="list-style-type: none"> • Brief introduction and conclusion. • Written in the past tense. • Main ideas organised in groups. | <ul style="list-style-type: none"> • Clear introduction. • Points about the visit/issue. • Organised into paragraphs denoted by time/place. | <ul style="list-style-type: none"> • Clear introduction and conclusion. • Links between key ideas in the letter. • Paragraphs | <ul style="list-style-type: none"> • Developed introduction and conclusion using all the letter layout features. • Paragraphs | <ul style="list-style-type: none"> • Letter well-constructed that answers the reader's questions. |

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| | | | <ul style="list-style-type: none"> • Using sequencing techniques – time related words. | <ul style="list-style-type: none"> • Topic sentences. Some letter layout features included. | <ul style="list-style-type: none"> organised correctly into key ideas. • All letter layout features included. | <ul style="list-style-type: none"> developed with prioritized information. • Purpose of letter clear and transparent for reader. • Formal language used throughout to engage the reader. | <ul style="list-style-type: none"> • The writer understands the impact and thinks about the response. • Information is prioritized according to importance and a frame of response set up for the reply. |
| Persuasion - Purpose: advert, leaflet, argument | | <ul style="list-style-type: none"> • Ideas are grouped together for similarity. Writes in first person. | <ul style="list-style-type: none"> • Brief introduction and conclusion. • Written in the present tense. • Main ideas organised in groups. | <ul style="list-style-type: none"> • Clear introduction. • Points about subject/issue. • Organised into paragraphs. • Sub-heading used to organise texts. | <ul style="list-style-type: none"> • Clear introduction and conclusion. • Links between key ideas in the letter. • Paragraphs organised correctly into key ideas. • Subheading Topic sentences | <ul style="list-style-type: none"> • Developed introduction and conclusion using all the argument or leaflet layout features. • Paragraphs developed with prioritised information. • View point is transparent for reader. • Emotive language used throughout to engage the reader. | <ul style="list-style-type: none"> • Arguments are well constructed that answer the reader's questions. • The writer understands the impact or the emotive language and thinks about the response. • Information is prioritised according to the writer's point of view. |
| Biography | <ul style="list-style-type: none"> • Writing about themselves. | <ul style="list-style-type: none"> • Ideas grouped together in time sequence. • Written in first person. • Written in the past tense. • Focused on individual or group | <ul style="list-style-type: none"> • Brief introduction and conclusion. • Written in the past tense e.g. He went... She travelled. • Main ideas organised in groups. • Ideas organised in chronological order | <ul style="list-style-type: none"> • Clear introduction. • Organised into paragraphs shaped around key events. • A closing statement to summarise the overall impact | <ul style="list-style-type: none"> • Clear introduction and conclusion. • Links between sentences help to navigate the reader from one idea to the next. • Paragraphs organised correctly around key events. | <ul style="list-style-type: none"> • Developed introduction and conclusion including elaborated personal response. • Description of events are detailed and engaging. • The information is organised | <ul style="list-style-type: none"> • The report is well constructed and answers the reader's questions. • The writer understands the impact and thinks about the response. |

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| | | participants e.g. I, we | using connectives that signal time. | | <ul style="list-style-type: none"> • Elaboration is used to reveal the writer's emotions and responses. | <p>chronologically with clear signals to the reader about time, place and personal response.</p> <ul style="list-style-type: none"> • Purpose of the recount an experience revealing the writer's perspective. | <ul style="list-style-type: none"> • Information is prioritised according to importance and a frame of response set up for the reply. |
| Balanced Argument – Purpose: Speech, Essay, Letter | | <ul style="list-style-type: none"> • Ideas are grouped together for similarity. • Writes in first person. | <ul style="list-style-type: none"> • Brief introduction and conclusion. • Written with an impersonal style. • Main ideas organised in groups. | <ul style="list-style-type: none"> • Clear introduction. • Points about subject/issue • Organised into paragraphs. • Sub-heading used to organise texts. | <ul style="list-style-type: none"> • Clear introduction and conclusion. • Links between key ideas in the letter. • Paragraphs organised correctly into key ideas. • Subheading. • Topic sentences. | <ul style="list-style-type: none"> • Developed introduction and conclusion using all the argument or leaflet layout features. • Paragraphs developed with prioritised information. • Both viewpoints are transparent for reader. • Emotive language used throughout to engage the reader. | <ul style="list-style-type: none"> • Arguments are well constructed that answer the reader's questions. • The writer understands the impact or the emotive language and thinks about the response. • Information is prioritised according to the writer's point of view. |
| Newspaper | <ul style="list-style-type: none"> • Writing wanted or missing posters | <ul style="list-style-type: none"> • Ideas grouped in sentences in time sequence. • Attempts at third person writing. e.g. The man was run over. • Beginning describes what happened | <ul style="list-style-type: none"> • Brief introduction and conclusion. • Written in the past tense. • Main ideas organised in groups. • Using sequencing techniques – time related words. • A photo with a caption. | <ul style="list-style-type: none"> • Clear introduction. • Points about the visit/issue. • Organised into paragraphs denoted by time/place. • Topic sentences. • Some newspaper layout features included. • A bold eye-catching headline. | <ul style="list-style-type: none"> • Clear introduction and conclusion. • Links between key ideas in the newspaper. Who, what, where, when and why information is clear to orientate the reader. • Paragraphs organised correctly into key ideas. | <ul style="list-style-type: none"> • Developed introduction and conclusion using all the newspaper's layout features. • Paragraphs developed with prioritised information into columns. • Subheadings are used as an | <ul style="list-style-type: none"> • Newspapers well-constructed that answers the reader's questions. • The writer understands the impact and thinks about the response. • Information is prioritised |

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| | | | | | <ul style="list-style-type: none"> • All newspaper layout features included. • Bold eye-catching headline which includes alliteration. | organisational device. <ul style="list-style-type: none"> • Formal language used throughout to engage the reader. • Quotations are succinct/emotive. | according to importance and a frame of response set up for the reply. <ul style="list-style-type: none"> • Headlines include puns. |
| Story | <ul style="list-style-type: none"> • Orally saying or writing stories of others and their own. • Understanding through tales toolkit that there is a character, setting, problem and finally a solution (fiction). | <ul style="list-style-type: none"> • Beginning or end of narrative signalled e.g. one day • Ideas grouped together for similarity. • Attempts at third person writing. e.g. The wolf was hiding. • Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... Jack is... | <ul style="list-style-type: none"> • Sentences organised chronologically indicated by time related words e.g. finally. • Divisions in narrative may be marked by sections/paragraphs • Connections between sentences make reference to characters e.g. Peter and Jane/ they • Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting. | <ul style="list-style-type: none"> • Time and place are referenced to guide the reader through the text e.g. in the morning. • Organised into paragraphs e.g. When she arrived at the bear's house. • Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her. | <ul style="list-style-type: none"> • Link between opening and resolution. • Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood angry mother, disheartened Jack. • Paragraphs organised correctly to build up to key event. • Repetition avoided through using different sentence structures and ellipsis. | <ul style="list-style-type: none"> • Sequence of plot may be disrupted for effect e.g. flashback. • Opening and resolution shape the story. • Structural features of narrative are included e.g. repetition for effect. • Paragraphs varied in length and structure. • Pronouns used to hide the doer of the action e.g. it crept into the woods. | <ul style="list-style-type: none"> • The story is well constructed and raises intrigue. • Dialogue is used to move the action on who heighten empathy for central character • Deliberate ambiguity is set up in the mind of the reader until later in the text. |

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| Poetry | | <ul style="list-style-type: none"> • List poems. • Free verse: based on experiences/objects/ places/feelings/curriculum links/senses etc. • Adding words/phrases/captions to images. • Generate rhyming words/phrases. • Use a scaffolding frame for creating poems. • All the above could be created as a shared/group write. | <ul style="list-style-type: none"> • Simple structured grammar poem (adjective, noun, verb etc.). • This could be used to explore tenses: past, present, incl. progressive Poems that include commands List poems. • Question and answer poems. Calligram words/phrases Free verse: based on experiences/objects/ places/feelings/curri | <p>By the End of Lower KS2</p> <ul style="list-style-type: none"> • Narrative poems. • Free verse poems. • List poems. • Conversation poems. • Haiku Kennings. • Calligrams. • Special effects: similes, metaphors, personification etc. • Song lyrics (apostrophes). | <p>By the End of Upper KS2</p> <ul style="list-style-type: none"> • Blackout poems. • Structured grammar poem. • Use figurative language: similes, metaphors, personification etc. • Free verse based on themes/issues etc. • Ballads. • Cinquain; • Comic verse. • Concrete poems. • Exploring and using unusual/surprising word combinations • Kennings Model verb poems (if only); • Consider layout and presentation. |
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| | | <ul style="list-style-type: none"> • Consider having a poem/rhyme each week to learn/enjoy. | <ul style="list-style-type: none"> • Explore effective/innovative language choices • Jokes/riddles/nonsense sentences/puns/humorous words and phrases/tongue twisters (jokes could link to work on homophones). • Alliterative sentences. • Innovated patterned structures. | | |
| | | By the End of KS1 | | By the End of Lower KS | By the End of Upper KS2 |
| Play Scripts | | <ul style="list-style-type: none"> • Present tense. • Adjectives. • Verbs. • Character's name and colon before they speak. • New speaker, new line. • Suggested Layout: Introduction, scene title; main body, a scene with different characters, talking. Beginning, middle and end of story included. Conclusion - final line to conclude. | | <ul style="list-style-type: none"> • Powerful verbs and adverbs. • Stage directions – written in brackets. • Sound effects/reactions of actors – written in brackets within sentences. • Suggested Layout: Introduction, scene title, and description of setting; main body, different scenes with different characters and stage directions. Opening, build up, problem, resolution and ending included. Conclusion - final line which concludes the story. | <ul style="list-style-type: none"> • Use bold/italic writing to show how something is spoken. • Use of ellipses to show pauses in speech. • Character/scene list. • Stage directions – written in italics. • Sound effects/reactions of actors written in brackets within sentences. • Suggested Layout: Introduction, scene title and description of setting; main body; different scenes with different characters and stage directions; characters speak in detail and have stage directions to follow. Opening, |

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| | | | | build up, problem, resolution and ending included. Conclusion - final line which concludes the story. |
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