



Writing

Progression of Knowledge and Skills

EYFS-Year 6



EYFS Reception

For more information about the writing genres/units covered throughout the year, refer to our English/storytime long-term plan and the Pathways to Write medium-term plans

Informed by new Development Matters (2020) publication

	Communication and Language	Physical Development	Literacy
Year Reception	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. 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. Develop social phrases. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<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. 	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
ELG	<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. 	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. Say a sound for each letter in the alphabet and at least 10 digraphs. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.



Key Stage 1

Year 1

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	Phonic and Whole Word Spelling	Prefixes, Suffixes and Contracted Forms	Transcription	Handwriting	Contexts for Writing	Planning	Drafting	Editing	Performing	Vocabulary	Grammar	Punctuation	Grammatical Terminology
Year 1	<ul style="list-style-type: none"> Words containing each of the 40+ phonemes taught. Common exception words. The days of the week. Name the letters of the alphabet in order. Using letter names to distinguish between alternative spellings of the same sound. 	<ul style="list-style-type: none"> Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. Using the prefix un- using -ing, -ed, -er and -est where no change is needed in the spelling of root words. Apply simple spelling rules and guidance from Appendix 1. 	<ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher that include the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> Sit correctly at a 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 capital letters. Form digits 0-9. Understand which letters belong to which handwriting 'families' and to practise these. 		<ul style="list-style-type: none"> Saying out loud what they are going to write about. Composing a sentence orally before writing it. 	<ul style="list-style-type: none"> Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense. 	<ul style="list-style-type: none"> Discuss what they have written with the teacher or other pupils. 	<ul style="list-style-type: none"> Read their writing aloud clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> Leaving spaces between words. Joining words and joining clauses using "and". 	<ul style="list-style-type: none"> Regular plural noun suffixes (-s, -es). Verb suffixes where root word is unchanged (-ing, -ed, -er). un- prefix to change meaning of adjectives/adverbs. To combine words to make sentences, including using 'and'. Sequencing sentences to form short narratives. Separation of words with spaces. Sentence demarcation (. ! ?) Capital letters for names and pronoun 'I'. 	<ul style="list-style-type: none"> Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. 	<ul style="list-style-type: none"> letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark



Key Stage 1

Year 2

For more information about the writing genres/units covered throughout the year, refer to our English/storytime long-term plan and the Pathways to Write medium-term plans

	Phonic and Whole Word Spelling	Prefixes, Suffixes and Contracted Forms	Transcription	Handwriting	Contexts for Writing	Planning	Drafting	Editing	Performing	Vocabulary	Grammar	Punctuation	Grammatical Terminology
Year 2	<ul style="list-style-type: none"> Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones. Learning to spell common exception words. Distinguishing between homophones and near-homophones. 	<ul style="list-style-type: none"> Learning the possessive apostrophe (singular). Learning to spell more words with contracted forms. Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly. Apply spelling rules and guidelines from Appendix 1. 	<ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> Form lowercase letters of the correct size relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Write capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters. Use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> Writing narratives about personal experiences and those of others (real and fictional). Writing about real events. Writing poetry. Writing for different purposes. 	<ul style="list-style-type: none"> Planning or saying out loud what they are going to write about. 	<ul style="list-style-type: none"> Writing down ideas and/or key words, including new vocabulary. Encapsulating what they want to say, sentence by sentence. 	<ul style="list-style-type: none"> Evaluating their writing with the teacher and other pupils. Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Proofreading to check for errors in spelling, grammar and punctuation. 	<ul style="list-style-type: none"> Read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> Expanded noun phrases to describe and specify. 	<ul style="list-style-type: none"> Sentences with different forms: statement, question, exclamation, command. The present and past tenses correctly and consistently including the progressive form. Subordination (using when, if, that, or because) and coordination (using or, and, or but). Some features of written Standard English. Suffixes to form new words (-ful, -er, -ness). Sentence demarcation. Commas in lists. Apostrophes for omission & singular possession. 	<ul style="list-style-type: none"> Learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular). 	<ul style="list-style-type: none"> noun noun phrase statement question exclamation command compound adjective verb suffix adverb tense (past, present) apostrophe comma



Key Stage 2 Year 3

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Year 3	<ul style="list-style-type: none"> Spell further homophones. Spell words that are often misspelt (Appendix 1). 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them. Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. Use the first 2 or 3 letters of a word to check its spelling in a dictionary. 	<ul style="list-style-type: none"> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of their handwriting. 	<ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. 	<ul style="list-style-type: none"> Discussing and recording ideas. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. 	<ul style="list-style-type: none"> Organising paragraphs around a theme. In narratives, creating settings, characters and plot. In non-narrative material, using simple organisational devices (headings and subheadings). 	<ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing and suggesting improvements. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proofread for spelling and punctuation errors. 	<ul style="list-style-type: none"> Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause (and place). 	<ul style="list-style-type: none"> Using the present perfect form of verbs in contrast to the past tense. Form nouns using prefixes (super-, anti-). Use the correct form of 'a' or 'an'. Word families based on common words (solve, solution, dissolve, insoluble). 	<ul style="list-style-type: none"> Using and punctuating direct speech (i.e. Inverted commas). 	<ul style="list-style-type: none"> adverb preposition conjunction word family prefix clause subordinate clause direct speech consonant consonant letter vowel vowel letter inverted commas (or 'speech marks')



Key Stage 2 Year 4

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	Phonic and Whole Word Spelling	Prefixes, Suffixes and Contracted Forms	Transcription	Handwriting	Contexts for Writing	Planning	Drafting	Editing	Performing	Vocabulary	Grammar	Punctuation	Grammatical Terminology
Year 4	<ul style="list-style-type: none"> Spell further homophones. Spell words that are often misspelt (Appendix 1). 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them. Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. Use the first 2 or 3 letters of a word to check its spelling in a dictionary. 	<ul style="list-style-type: none"> Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of their handwriting. 	<ul style="list-style-type: none"> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. 	<ul style="list-style-type: none"> Discussing and recording ideas. Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. 	<ul style="list-style-type: none"> Organising paragraphs around a theme. In narratives, creating settings, characters and plot. In non-narrative material, using simple organisational devices (headings and subheadings). 	<ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing and suggesting improvements. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proofread for spelling and punctuation errors. 	<ul style="list-style-type: none"> Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express time and cause (and place). 	<ul style="list-style-type: none"> Using fronted adverbials. Difference between plural and possessive -s. Standard English verb inflections (I did vs I done). Extended noun phrases, including with prepositions. Appropriate choice of pronoun or noun to create cohesion. 	<ul style="list-style-type: none"> Using commas after fronted adverbials. Indicating possession by using the possessive apostrophe. Singular and plural nouns. Using and punctuating direct speech (including punctuation within and surrounding inverted commas). 	<ul style="list-style-type: none"> determiner pronoun possessive pronoun adverbial



Key Stage 2 Year 5

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Year 5	<ul style="list-style-type: none"> Spell some words with 'silent' letters. Continue to distinguish between homophones and other words which are often confused. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1. 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them. Use dictionaries to check the spelling and meaning of words. Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. 		<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. 	<ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. 	<ul style="list-style-type: none"> Noting and developing initial ideas, drawing on reading and research where necessary. 	<ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Précising longer passages. Using a wide range of devices to build cohesion within and across paragraphs. Using further organisation and presentation devices to structure text and to guide the reader. 	<ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensuring the consistent and correct use of tense throughout a piece of writing. Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proofread for spelling and punctuation errors. 	<ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> Use a thesaurus. Using expanded noun phrases to convey complicated information concisely. Using modal verbs or adverbs to indicate degrees of possibility. 	<ul style="list-style-type: none"> Using the perfect form of verbs to mark relationships of time and cause. Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Converting nouns or adjectives into verbs. Verb prefixes. Devices to build cohesion, including adverbials of time, place and number. 	<ul style="list-style-type: none"> Using commas to clarify meaning or avoid ambiguity in writing. Using brackets, dashes or commas to indicate parentheses. 	<ul style="list-style-type: none"> modal verb relative pronoun relative clause parentheses bracket dash cohesion ambiguity



Key Stage 2 Year 6

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Year 6	<ul style="list-style-type: none"> Spell some words with 'silent' letters. Continue to distinguish between homophones and other words which are often confused. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1. 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them. Use dictionaries to check the spelling and meaning of words. Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary. 		<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. 	<ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. 	<ul style="list-style-type: none"> Noting and developing initial ideas, drawing on reading and research where necessary. 	<ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Précising longer passages. Using a wide range of devices to build cohesion within and across paragraphs. Using further organisational and presentational devices to structure text and to guide the reader. 	<ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing. Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensuring the consistent and correct use of tense throughout a piece of writing. Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proofread for spelling and punctuation errors. 	<ul style="list-style-type: none"> Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> Use a thesaurus. Using expanded noun phrases to convey complicated information concisely. Using modal verbs or adverbs to indicate degrees of possibility. 	<ul style="list-style-type: none"> Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. Using passive verbs to affect the presentation of information in a sentence. Using the perfect form of verbs to mark relationships of time and cause. Differences in informal and formal language. Synonyms and antonyms. Further cohesive devices such as grammatical connections and adverbials. Use of ellipsis. 	<ul style="list-style-type: none"> Using hyphens to avoid ambiguity. Using semicolons, colons or dashes to mark boundaries between independent clauses. Using a colon to introduce a list. Punctuating bullet points consistently. 	<ul style="list-style-type: none"> subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points