



Writing Progression EYFS –Year 6

	EYFS (early learning goals)	Year 1	Year 2
Phonics and whole word spelling	<ul style="list-style-type: none"> •Children use their phonic knowledge to write words in ways which match their spoken sounds. 	<ul style="list-style-type: none"> • words containing each of the 40+ phonemes taught Phonetically plausible attempts at words with digraphs and double letters • common exception words in year 1 list usually spelt correctly • the days of the week spell correctly • 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"> • 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 from the year 2 list • distinguishing between homophones and near-homophones (there/their/they're, hear/here, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee blue/blew and knight/night)
Other word building spelling	<ul style="list-style-type: none"> •They write some irregular common words. •Some words are spelt correctly and others are phonetically plausible. 	<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 •Start to use syllables to divide words when spelling • apply simple spelling rules and guidance from Appendix 1 	<ul style="list-style-type: none"> • learning the possessive apostrophe (singular) • learning to spell more words with contracted forms (I'll, can't, hasn't, didn't, it's and couldn't) • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidelines from Appendix 1



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Transcription	<ul style="list-style-type: none"> • They write simple sentences which can be read by themselves and others. 	<ul style="list-style-type: none"> • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<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.
Handwriting	<ul style="list-style-type: none"> • handle equipment and tools effectively, including pencils for writing. • Show a preference for a dominant hand. 	<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 practise these. 	<ul style="list-style-type: none"> • form lower-case and capital letters of the correct size relative to one another • start using 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 lower-case letters • use spacing between words that reflects the size of the letters.
Contexts for writing		<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 a range of purposes 	<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 a range of purposes
Planning writing	<ul style="list-style-type: none"> • write simple sentences which can be read by themselves and others. 	<ul style="list-style-type: none"> • saying out loud what they are going to write about 	<ul style="list-style-type: none"> • planning or saying out loud what they are going to write about



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		<ul style="list-style-type: none"> • composing a sentence orally before writing it • use story maps to plan narratives 	<ul style="list-style-type: none"> • group ideas for non-fiction writing to begin to develop an awareness of paragraphs • encapsulating what they want to say, sentence by sentence
Drafting writing	<ul style="list-style-type: none"> • write simple sentences which can be read by themselves and others. 	<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"> • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence
Editing writing	<ul style="list-style-type: none"> • write simple sentences which can be read by themselves and others. 	<ul style="list-style-type: none"> • discuss what they have written with the teacher or other pupils • respond to advice from others 	<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
Performing writing	<ul style="list-style-type: none"> • write simple sentences which can be read by themselves and others. 	<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"> • read aloud what they have written with appropriate intonation to make the meaning clear
Vocabulary		<ul style="list-style-type: none"> • story language from shared stories used • use of some adjectives to modify nouns • use and explanation of the terms letter, capital letter, word, singular, 	<ul style="list-style-type: none"> • expanded noun phrases to describe and specify • some use of adverbs • use of some technical words in non-fiction text types



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		plural, sentence, punctuation, full stop, question mark, exclamation mark	<ul style="list-style-type: none"> • writing uses both description and dialogue for characters and setting to engage the reader
Grammar (appendix 2)		<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"> • 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 <ul style="list-style-type: none"> • suffixes to form new words (-ful, -er, -ness) • sentence demarcation • commas in lists • apostrophes for omission & singular possession
Punctuation (appendix 2)		<ul style="list-style-type: none"> • 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"> • 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)
Grammatical terminology		letter, capital letter, word, singular, plural, sentence	noun, noun phrase, statement, question, exclamation, command,



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		punctuation, full stop, question mark, exclamation mark	compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma
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	Year 3	Year 4	Year 5	Year 6
Phonics and whole word spelling	<p>In most writing:</p> <ul style="list-style-type: none"> • Spell words as accurately as possible using phonics. • Use of a dictionary to check for unknown or new spellings by using the first two or three letters. • Formation of nouns using a range of prefixes. • To spell words using a range of prefixes and suffixes. • Prefixes-dis, mis, il, im, re and in. 	<p>Across a range of writing:</p> <ul style="list-style-type: none"> • Use of a dictionary and thesaurus to spell increasingly complex words of to make choices of words. • Consolidates spelling words with prefixes and suffixes. • Prefixes-re, sub, inter, super, anti and auto. • Suffixes-ous • Spells words with the g phoneme spelt as gue, such as league and tongue. • Spells words with the s phoneme as sc, such as scene and discipline 	<p>Through a range of writing:</p> <ul style="list-style-type: none"> • nouns and adjectives are converted into verbs using suffixes: ate, ise and ify • makes independent choices about when it is best to use a thesaurus or dictionary as an aid to check a spelling or meaning, using the first 3 or 4 letters of a word • spell words with the endings: ible, able and ibly • spell words with phoneme i represented as ei after c, such as: deceive, conceive or receive 	<p>Fluency across a range of text types:</p> <ul style="list-style-type: none"> • revision of work done throughout KS2 • apply a range of taught spelling strategies • spells words with endings: Cious, tious, cial, tial, ance, ancy, ent, ence and ency • make correct spelling choices between homophones in year 6 list • spell all words from the 3/4 NC spelling list • spell most words from the year 5/6 NC spelling list



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	<ul style="list-style-type: none">• Suffixes ing, er, en, ation, ly and tion.• Spell words with the u phoneme as the grapheme ou, such as young, trouble and country.• Apply the i phoneme in the middle of words as represented by the grapheme y, such as gym, myth and pyramid.• Spell words with additional prefixes and suffixes and understand how to add them to root words.• Accurately spells words ending in ture, sure and tch with an er suffix, such as treasure, creature, furniture and catcher• Spell correctly word families based on common words for example solve, solution, and solver.	<ul style="list-style-type: none">• Spells words with ei, eigh or ey, such as weigh, vein or neighbour.• Spells plural words with a possessive apostrophe, such as girls', boys', men's, babies', childrens' and mices's• Recognise and spell additional homophones from the year 4 list. <p>Spell year 4 words identified from the spelling list.</p>	<ul style="list-style-type: none">• spell words containing the letter string ough• spell words with silent letters• spell all the year 3/4 NC spelling list words correctly• spell a range of words from the year 5/6 NC spelling list	
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	<ul style="list-style-type: none"> • Spell year 3 words identified from the spelling list. 			
Other word building spelling	<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"> • 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"> • 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"> • 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
Transcription	<ul style="list-style-type: none"> • write from memory simple sentences, dictated by the teacher, that include words from the year 3 list and punctuation taught so far. 	<ul style="list-style-type: none"> • write from memory simple sentences, dictated by the teacher, that include words from the year 3 and 4 lists and punctuation taught so far. 		
Handwriting	<ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters 	<ul style="list-style-type: none"> • a fluent continuous cursive style is secure • handwriting is consistent and different effects for 	<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 	<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



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	<p>and understand which letters, when adjacent to one another, are best left unjoined</p> <ul style="list-style-type: none"> • increase the legibility, consistency and quality of their handwriting 	<p>different text types are started to be experimented with, such as capitalisation, bold or printing</p>	<ul style="list-style-type: none"> • choosing the writing implement that is best suited for a task 	<ul style="list-style-type: none"> • choosing the writing implement that is best suited for a task • The writer’s own style is evident and may change for different text types
Contexts for writing	<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 • write for a range of purposes across the curriculum 	<ul style="list-style-type: none"> • write for a range of purposes across the curriculum • writing forms should take into consideration the purpose and audience 	<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"> • 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 entry; direct address in instructions and persuasive writing) • in narratives describe settings, characters and atmosphere
Planning writing	<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"> • produce carefully thought-out plans that match finished independent pieces • vocabulary, grammar and punctuation embedded matches genre of writing 	<ul style="list-style-type: none"> • planning takes account of the audience and purpose of writing • noting and developing initial ideas, drawing on reading and research where necessary 	<ul style="list-style-type: none"> • the appropriate form and register are apparent for the text type • planning uses paragraphs to structure the plot in narratives and in non-fiction writing is used to organise information logically • main ideas in both fiction and non-fiction are sustained and developed logically



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	<ul style="list-style-type: none"> • discussing and recording ideas 			<ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary
Drafting writing	<ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices (headings & subheadings) 	<ul style="list-style-type: none"> • narratives are well paced, with a build-up and complication that leads to a defined ending • descriptions in narratives are made up of detail to help the reader gain a better understanding about the way the narrative is unfolding. • characters are created with interaction to reveal feeling • a variety of sentences are used made up of phrases and different clause types • paragraphs organise ideas around a theme or open with topic sentences in recounts, reports and explanations • in non-fiction texts the layout attempts to organise key elements through control of the specific features 	<ul style="list-style-type: none"> • narratives effectively develop characters, settings and atmosphere through detailed description • paragraphing is controlled to organise writing into different information or events • evidence of the application of specific features to ensure a text type matches its intention • paragraph cohesion is built up through time conjunctions • causal and logical conjunctions used in addition to time opener • adverbials of time, place, frequency, manner and number (secondly) are evident • range of sentences are used to move on narratives • dialogue and actions provide information about characters • evidence of writer's view point is evident through comments about characters/events 	<ul style="list-style-type: none"> • narratives effectively develop characters, settings and atmosphere through detailed description • cohesion across paragraphs is clear using repetition of a word or phrase, adverbials or ellipsis • controlled use of organisational and presentation devices • characters, dialogue and action advances narrative writing • complex sentences are controlled to manipulate clauses for specific effects • start sentences in a range of different ways • integrate dialogue in narratives to convey character and advance action



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			<ul style="list-style-type: none"> • conclusions to writing are controlled 	
Editing writing	<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 • evidence of improvements made through editing to make changes to grammar and vocabulary • proofreading eliminates simple errors and is embedded as part of the writing process 	<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 • editing makes changes to whole paragraphs, precise vocabulary or errors in tense or person 	<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"> • 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



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Performing writing	<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"> • 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"> • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Vocabulary	<ul style="list-style-type: none"> • growing awareness of language choices that grip the reader's interest • use of specific nouns • adverbs are used carefully to detail actions • action verbs add interest • some words chosen to introduce opinion or add clarity • descriptive language that is factual rather than imaginative is used • technical or scientific terms controlled and 	<ul style="list-style-type: none"> • confident use of adjectives and adverbs • use of fronted adverbials • words are chosen carefully to describe events, characters and feelings • powerful verbs add detail • pronouns and nouns are carefully chosen across sentences to aid cohesion and avoid repetition • subject specific vocabulary is used appropriately in non-fiction writing 	<ul style="list-style-type: none"> • adverbs and modal verbs are used to show degree of possibility • similes, metaphors and personification create effects • adverbs and adverbials make links between paragraphs • distinguish between formal and informal spoken and written language • some expanded noun phrases maybe used to add well thought out detail to writing 	<ul style="list-style-type: none"> • use of synonyms and antonyms • expanded noun phrases add well thought-out detail to writing • vocabulary chosen matches audience and purpose and tone of writing • conjunctions and adverbials are chosen to relate to text type • figurative language is evident



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	expanded in non-fiction texts			
Grammar (appendix 2)	<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) • consistent use of the first and third person • use adverbs and prepositions to express time, place and cause 	<ul style="list-style-type: none"> • using fronted adverbials, which are punctuated with a comma • 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 • use the past perfect form of verbs • subordinating conjunctions are used • cohesion in sentences is achieved through using appropriate nouns and pronouns 	<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 (ie omitted) relative pronoun • converting nouns or adjectives into verbs • verb prefixes • devices to build cohesion, including adverbials of time, place and number • maintain increasing consistency, including the correct use of tense and correct subject-verb agreement • use a wide range of sentence structures • use modal verbs or verbs to indicate degree 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 & Antonyms • use contracted forms in dialogue in narrative; using passive verbs to affect how information is presented • further cohesive devices such as grammatical connections and adverbials
Punctuation (appendix 2)	<ul style="list-style-type: none"> • using and punctuating direct speech (i.e. Inverted commas) 	<ul style="list-style-type: none"> • using commas after fronted adverbials • indicating possession by using the possessive 	<ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing 	<ul style="list-style-type: none"> • use the range of punctuation taught at KS2- mostly correctly • using hyphens to avoid ambiguity



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	<ul style="list-style-type: none"> • correct use apostrophe 	apostrophe with singular and plural nouns <ul style="list-style-type: none"> • using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	<ul style="list-style-type: none"> • using brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list •punctuating bullet points consistently
Grammatical terminology	adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, ellipsis	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, ellipsis