



# Progression of writing

*It is essential that all pupils have opportunities to become secure in a wide range of English writing skills. Children will be provided with opportunities to recap previous year's skills where appropriate and only move forward once secure.*

## Reception:

- Read, Write Inc Programme
- Write words and phrases that can be read and understood by others
- Write their name and other labels
- Write a simple sentence that can be read by themselves and others
- Introduction to their name starting with a capital letter
- Introduction to capital letters and full stops once on Green Level of Read, Write Inc



# Year 1

## Handwriting:

- Pupils should 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 of the correct size
- Form digits 0-9
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)

## Composition:

Write sentences by:

- Saying out loud what they are going to write about
- Composing a sentence orally before writing it
- Sequencing sentences to form short narratives
- Re-reading what they have written to check that it makes sense
- Discuss what they have written with the teacher or other pupils
- Read aloud their writing clearly enough to be heard by their peers and the teacher

## Vocabulary, punctuation and grammar:

- Leave spaces between words
- Join words and joining clauses using and
- Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Discuss their writing using appropriate vocabulary (e.g sentence, full stop, punctuation, singular, plural)



## Year 2

### Handwriting:

- Form lower-case letters of the correct size relative to one another
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- 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

### Composition:

- Writing narratives about personal experiences and those of others (real and fictional), writing about real events, writing poetry and writing for different purposes
- Planning or saying out loud what they are going to write about, writing down ideas and/or key words, including new vocabulary and encapsulating what they want to say, sentence by sentence
- Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils and re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate intonation to make the meaning clear

### Vocabulary, punctuation and grammar

- Use punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- Use sentences with different forms: statement, question, exclamation, command
- Expanded noun phrases to describe and specify [for example, the blue butterfly]
- Use the present and past tenses correctly and consistently including the progressive form
- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- Some features of written Standard English
- Use and understand the grammatical terminology in discussing their writing



## Year 3

### Handwriting

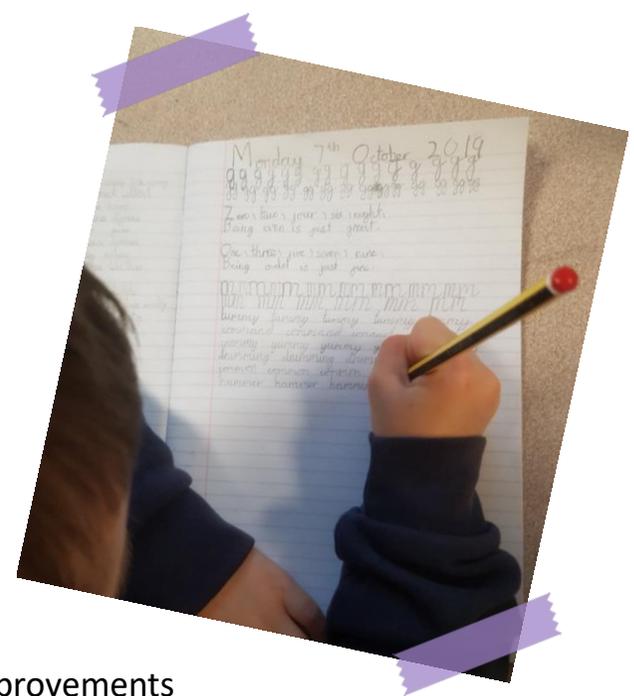
- Use the diagonal and horizontal strokes that are needed to join letters

### Composition

- Plan writing by using given templates to record and discuss ideas.
- Use a model text to help structure and organise their writing.
- Introduction to paragraphs as a way to group related material
- Headings and subheadings to aid presentation
- In narratives, create a plot, characters and settings.
- Assess the effectiveness of their own and others' writing and suggesting improvements

### Vocabulary, punctuation and grammar

- Expressing time and cause using conjunctions (e.g. when, before, after, while, because, so), adverbs (e.g. then, next, soon, therefore) or prepositions (e.g. before, after, during, in, because, of)
- The use of some adverbs e.g. How? Where? When?
- Use of the present tense perfect form of verbs instead of simple past (e.g. 'he has gone out to play' contrasted with 'he went out to play')
- Introduction to inverted commas to punctuate direct speech
- Use of determiners correctly (e.g. the articles a and an)
- use the standard English form of verb inflections e.g. we were instead of we was
- Use a wider range of vocabulary to describe characters and settings



## Year 4

### Handwriting:

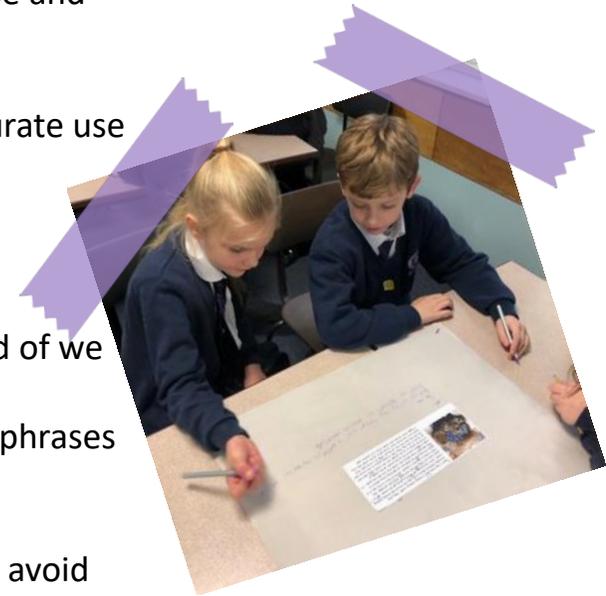
- Increase the legibility, consistency and quality of their handwriting

### Composition:

- Use a range of planning strategies and formats
- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Use of paragraphs to organise ideas around a theme
- Use an increasing range of sentence structures (e.g. sentences with more than one clause and using a wider range of conjunctions, when, if, because, although)
- Proof read for spelling and punctuation errors.
- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

### Vocabulary, punctuation and grammar:

- The grammatical difference between plural and possessive –s
- Standard English forms for verb inflections instead of spoken forms (e.g. we were instead of we was, or I did instead of I done)
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
- Use a wide range of fronted adverbials (e.g. Later that day, I heard the bad news)
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
- Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after a reporting clause; end punctuation with inverted commas: The conductor shouted, “Sit down!”)
- Apostrophes to mark plural possession (e.g. the boys’ boots)
- Use of commas after fronted adverbials (e.g. Later that day, I heard the news.)
- Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases
- Use varied and rich vocabulary drawn from models to describe characters and/or setting



## Year 5

### Handwriting

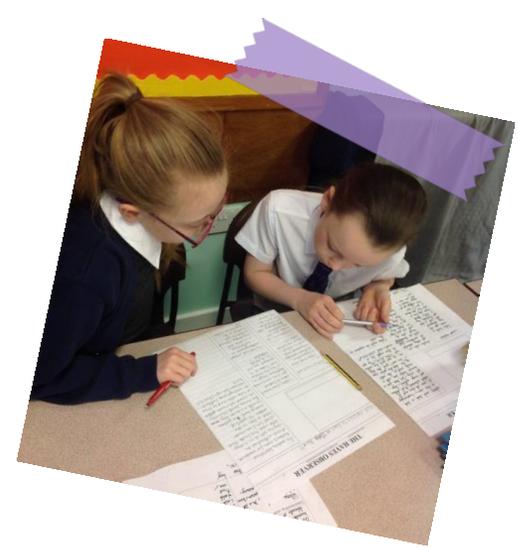
- Write in a legible and fluent joined style.
- Chose the writing implement best suited to the task.

### Composition:

- Plan and develop initial ideas, drawing on reading and research where necessary
- Devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)
- Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. He had seen her before)
- Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining)
- Use appropriate, ambitious vocabulary from models to enhance meaning when describing settings and/or characters
- Evaluate and edit their own and other's writing by checking for consistency and accuracy in punctuation and verb tenses.
- Discuss the effectiveness of their own and other's writing, beginning to show an awareness of audience.

### Vocabulary, punctuation and grammar:

- Relative clauses beginning with who, which, where, why, or whose or an omitted relative pronoun
- Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely)
- Use verb tenses consistently and correctly throughout writing
- Brackets, dashes or commas to indicate parenthesis
- Use of commas to clarify meaning or avoid ambiguity
- The use of bullet points to list information.



## Year 6

### Hardwiring

- Maintain legibility in joined handwriting when writing at speed.
- Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters

### Composition:

- Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech)
- Linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as, on the other hand, in contrast, as a consequence), and ellipses
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text
- The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged, or claimed in formal speech writing)
- Edit and improve their writing by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

### Vocabulary, punctuation and grammar:

- How words are related by meaning such as synonyms or antonyms (e.g. big, little, large)
- Use of the passive voice to affect the presentation of information in a sentence (e.g. I broke a window in the greenhouse versus The window in the greenhouse was broken (by me))
- Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up)
- Use of the colon to introduce a list and use semi-colons within lists
- How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)

# Vocabulary

Year group	Terminology
Year 1	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark
Year 2	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present) apostrophe, comma
Year 3	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas
Year 4	Determiner, pronoun, possessive pronoun, adverbial
Year 5	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, bullet points
Year 6	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet point