



Progression Document English Writing



Year	Word	Sentence	Transcription	Text	Punctuation	Handwriting	Composition
<b>EYFS</b>		Write simple sentences and phrases that can be read by others.	Spell words by identifying the sounds in them and representing the sounds with a letter or letters.			Hold a pencil using the tripod grip.  Write recognisable letters, most of which are correctly formed.	
<b>Year 1 Autumn</b>	Teach the use of a noun so -s and -es suffixes can be applied.	Know words combine to make a sentence.	Spell some CEW.  Spell words containing each of the 40+ phonemes already taught (phase 3 applied correctly).  Write from memory simple sentences dictated by the teacher that include words using the GPCs and common words taught so far.		Separate words with spaces.  Use a capital letter for the personal pronoun I.  Begin to punctuate sentences using a capital letter.  Begin to punctuate sentences using a full stop.	Sit correctly at a table and hold a pencil correctly and comfortably.  Begin to form lower-case letters in the correct direction, starting and finishing in the right place.  Recognise and name all 26 capital letters and can begin to form these correctly.  Understand which letters belong to which handwriting 'families' and practise these.	Plan – Writes about real events.  Draft & Write - Say out loud what they are going to write about.  Draft & Write - Compose a sentence orally before writing it.



<p><b>Year 1 Spring</b></p>	<p>Teach the use of a verb so suffixes can be applied to verbs where no change is needed in the spelling of the root word.</p>	<p>Joins words and clauses with 'and'.</p>	<p>Spell most CEW.</p> <p>Spell words containing each of the 40+ phonemes already taught (phase 3 and 4 applied correctly).</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common words taught so far.</p>	<p>Begins to sequence sentences to form short narratives.</p>	<p>Begin to punctuate sentences using a question mark.</p> <p>Begin to punctuate sentences using an exclamation mark.</p>	<p>Form all capital letters correctly.</p> <p>Sit letters on the line with an awareness of the place of ascenders and descenders.</p> <p>Form digits 0-9 correctly.</p>	<p>Draft &amp; Write – Write down ideas.</p> <p>Perform &amp; Publish – Read aloud what they have written.</p>
<p><b>Year 1 Summer</b></p>	<p>Use an adjective in their sentence to add detail and description.</p> <p>Use the prefix -un correctly to change the meaning of verbs and adjectives.</p>	<p>Writes mostly correct sentences using 'and' to join two ideas together.</p>	<p>Spell majority of the CEW.</p> <p>Spell words containing each of the 40+ phonemes already taught (phase 3 and 4 some of phase 5 applied correctly).</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common words taught so far.</p>	<p>Sequences sentences to form short narratives.</p>	<p>Use a capital letter for names of people.</p> <p>Use a capital letter for places.</p> <p>Use a capital letter for the days of the week.</p>	<p>Ensure capital letters are taller than most lower-case letters (apart from ascenders).</p>	<p>Evaluate &amp; Edit – Re-read to check their writing makes sense and begin to identify where corrections are needed.</p>



<p><b>Year 2 Autumn</b></p>	<p>To know the terminology verb, adverb, noun, adjective and identify these in a sentence.</p> <p>Uses the suffix -s and -es accurately to make the plural form of a noun.</p> <p>Occasionally apply -er and -est as a suffix to show comparative and superlative.</p>	<p>Identify a subject, verb, object in a sentence they have written.</p> <p>Begin to use some co-ordinating [or, and, but] and subordinating [when, if, that, because] conjunctions in their writing to join two sentences together.</p>	<p>Write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Write in the past or present tense knowing when to use each.</p>	<p>Uses full stops correctly to demarcate most sentences.</p> <p>Uses capital letters correctly in own writing.</p>	<p>Form lower case letters of the correct size relative to one another.</p> <p>Use spacing between words that reflect the size of the letters.</p>	<p>Plan - Encapsulate what they want to say, sentence by sentence.</p> <p>Plan - Develop positive attitudes and stamina for writing by writing narratives about personal experiences and those of others (real or fictional).</p> <p>Write about real events.</p> <p>Write poetry.</p> <p>Evaluate &amp; Edit - Find their own mistakes in their writing and begins to self-correct them.</p>
<p><b>Year 2 Spring</b></p>	<p>Form nouns using suffixes such as -ness, -er and by compounding e.g. superman.</p>	<p>Use an expanded noun phrase for description and specification [e.g. the blue butterfly, plain flour]</p>	<p>Write from memory simple sentences dictated by the teacher, that include words and</p>	<p>Correct choice and consistent use of present and past tense throughout writing.</p>	<p>Applies question marks accurately to sentences.</p>	<p>Write capital letters and digits of the correct size, orientation and relationship to one</p>	<p>Draft &amp; Write - Consider what they are going to write before beginning by writing down ideas/key words</p>



		<p>Choose an appropriate conjunction for their own writing.</p> <p>Includes an appropriate conjunction that develops a sentence.</p>	<p>punctuation taught so far.</p>	<p>Verbs to indicate time are used correctly and consistently, including verbs in the continuous form e.g. I am running, I was running.</p>	<p>Applies exclamation marks accurately to sentences.</p> <p>Uses commas to separate items in a list.</p>	<p>another and to lower case letters.</p>	<p>including new vocabulary.</p> <p>Evaluate &amp; Edit – Re-read to check their writing makes sense.</p> <p>Evaluate &amp; Edit – Find their own mistakes in their writing and begins to self-correct them.</p>
<p><b>Year 2 Summer</b></p>	<p>Form adjectives using suffixes such as -ful and -less.</p> <p>Use -ly in Standard English to turn adjectives into adverbs.</p>	<p>Use the four basic sentences: statement, command, question, exclamation with the correct punctuation.</p> <p>Use a range of co-ordinating [and, or, but] and subordinating [when, if, that, because] conjunctions accurately in their writing.</p>	<p>Write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Use of progressive form of verbs in the present and past tense to mark actions in progress [e.g. she was drumming, he is shouting].</p>	<p>Uses apostrophes to mark where letters are missing in spellings (contracted form).</p>	<p>Use some diagonal and horizontal strokes needed to join some letters.</p>	<p>Draft &amp; Write - Develop positive attitudes and stamina for writing by maintaining the purpose throughout the piece.</p> <p>Evaluate &amp; Edit - Proof reading and editing errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly).</p> <p>Perform &amp; Publish – Read aloud what</p>



							they have written with appropriate intonation to make the meaning clear.
<b>Year 3 Autumn</b>	<p>Accurately uses the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box).</p> <p>Applies the correct form of word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve).</p>	<p>Uses conjunctions of time at the start of a sentence.</p> <p>Use a variety of coordinating conjunctions throughout the piece of writing (for, and, nor, but, or, yet, so).</p>	Write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far.	<p>Begins to group sentences with line spacings to form basic paragraphs.</p> <p>Uses the progressive form of the verb in the present and past tense accurately to mark actions in progress (e.g. she was shouting, he is shouting).</p>	<p>Uses commas after fronted adverbials mostly correctly.</p> <p>Attempts to use inverted commas with an awareness of other punctuation to indicate direct speech, e.g. a comma after the reporting clause; end punctuation within inverted commas e.g. The conductor shouted, "Sit down!"</p>	<p>Sometimes uses diagonal and horizontal strokes to join letters.</p> <p>Words are spaced appropriately, and letters are appropriately sized.</p>	<p>Plan – Discuss and record ideas.</p> <p>Draft &amp; Write - Write for the correct purpose throughout the piece.</p> <p>Draft &amp; Write - In narrative create a descriptive setting and character using a range of adjectives.</p> <p>Evaluate &amp; Edit - Edits spellings and punctuation errors independently.</p>
<b>Year 3 Spring</b>	Can form nouns using a range of prefixes (e.g. super-, anti-, auto-).	<p>Uses adverbs of time to explain when, how long and how often (e.g. then, next, soon, therefore) followed by an appropriate subordinate clause.</p> <p>Use prepositions for time (e.g. after, at ,</p>	Write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far.	<p>Some awareness that paragraphs are groups of sentences on a theme.</p> <p>Is beginning to use the present perfect form of verbs instead of the simple past (e.g. He has gone out to play</p>	<p>Accurately uses apostrophes for contractions.</p> <p>Some accurate use of inverted commas to punctuate direct speech.</p> <p>Uses apostrophes to mark singular</p>	<p>Maintains a consistent approach to letter formation (e.g. by ensuring that the downstrokes of letters are parallel and equidistant).</p> <p>Lines of writing are spaced sufficiently</p>	<p>Draft &amp; Write – Compose and rehearse sentences orally (including dialogue).</p> <p>Evaluate &amp; Edit - Edits work making independent changes to grammar and vocabulary to</p>



		<p>before, by, during, in, on, since, until, because, of) followed by an appropriate subordinate clause.</p>		<p>contrasted with He went out to play).</p>	<p>possession in nouns (e.g. the dog's bowl).</p>	<p>so that the ascenders and descenders of letters do not touch.</p>	<p>improve consistency e.g. word choice.</p> <p>Evaluate &amp; Edit - Proofreads work, identifying and self-correcting spelling and punctuation errors.</p>
<p><b>Year 3 Summer</b></p>		<p>Accurately extends a sentence through use of appropriate clauses (e.g. While I was sleeping, a mouse ran across my bed).</p> <p>Evidence of swapping the order of the clauses with deliberate intent.</p>	<p>Write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Writing is organised so that the sentences are grouped together and spaced into a simple paragraph structure.</p> <p>Accurately uses the present perfect form of verbs instead of the simple past (e.g. He has gone out to play contrasted with He went out to play).</p>	<p>Shows awareness of how to use apostrophes to mark plural possession (e.g. the girl's name, the girls' names).</p> <p>Uses inverted commas to accurately show the spoken word in a sentence.</p>	<p>Maintains a consistent and legible handwriting style throughout the piece of writing.</p> <p>Is mostly consistent in their application of joins.</p>	<p>Draft &amp; Write - Organises paragraphs around a theme.</p> <p>Draft &amp; Write - In narrative maintain an effective plot which engages the reader.</p> <p>Draft &amp; Write - In non-narrative use appropriate organisational devices, such as headings, subheadings.</p> <p>Perform &amp; Publish - Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that</p>



							the meaning is clear.
<b>Year 4 Autumn</b>	Uses correct verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done).	Uses noun phrases expanded by the addition of modifying adjectives (e.g. the teacher expanded to: the strict maths teacher).  To begin to use fronted adverbials to start sentences (e.g. Later that day, I heard the good news).  Use a range of conjunction to express time, place and cause (before, after, while, so because) followed by a subordinate clause.	Write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far.	Groups sentences around a theme to create a paragraph.  Uses pronouns effectively to avoid repetition (Bob was tired, he needed a rest).	Uses commas after fronted adverbials mostly correctly.  Accurate use of inverted commas, with an awareness of other punctuation to indicate direct speech, e.g. a comma after the reporting clause, end punctuation within inverted commas: The conductor shouted, "Sit down!"	Maintains the diagonal and horizontal strokes that are needed to join letters.  Is consistent in their application of joins.	Plan – Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  Draft & Write - Write for the correct purpose throughout the piece.  Draft & Write - In narrative create a descriptive setting and character.  Evaluate & Edit - Edits spellings and punctuation errors independently.
<b>Year 4 Spring</b>	Maintains consistent tense structure throughout the piece of writing.	Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to the strict maths	Write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far.	Groups sentences around a theme to create a paragraph using line breaks to show separation.  Use pronouns or nouns effectively within and across	Use commas after fronted adverbials.  Mostly accurate use of inverted commas and other punctuation to indicate direct speech (e.g. a	Use the diagonal and horizontal strokes that are needed to join letters.  Understand which letters, when adjacent to each	Draft & Write - Demonstrate a deliberate choice of rich and varied vocabulary relative to the genre (e.g. stomped not walked, shattered not broke) and an



		<p>teacher with curly hair).</p> <p>Uses some fronted adverbial phrases to begin sentences throughout a piece of work.</p> <p>Choses to include short sentences to speed up actions.</p>		<p>sentences to avoid repetition (e.g. Teachers work long hours. They must love their jobs).</p>	<p>comma after the reporting clause, end punctuation within inverted commas: The conductor shouted, "Sit down!"</p> <p>Use apostrophes to mark plural possession (e.g. the girl's name, the girls' names).</p>	<p>other, are best left un-joined.</p>	<p>increasing range of sentence structures.</p> <p>Draft &amp; Write – Organise paragraphs around a theme.</p> <p>Draft &amp; Write - In narrative maintain the authors voice throughout the piece (stay in first person).</p> <p>Evaluate &amp; Edit – Assess the effectiveness of their own and others' writing and suggest improvements.</p>
<p><b>Year 4 Summer</b></p>	<p>Know the grammatical difference between plural and possessive -s.</p>	<p>To consciously use adverbs and adverbial phrases to begin to create flow (cohesion) throughout a piece of writing.</p>	<p>Write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Use appropriate synonyms and antonyms across sentences to avoid repetition, (e.g. The show was incredible, the cast were superb).</p>	<p>Consistently accurate use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"</p>	<p>Maintains a legible and consistent handwriting style throughout the whole piece.</p>	<p>Draft &amp; Write - In narrative maintain an effective plot which engages the reader.</p> <p>Draft &amp; Write - In non-narrative use appropriate organisational devices, such as headings, subheadings.</p>



					<p>Apostrophes to mark plural possession (e.g. the girl's name, the girls' names).</p>		<p>Evaluate &amp; Edit – Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Perform &amp; Publish – Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>
<p><b>Year 5 Autumn</b></p>	<p>Using a range of verb prefixes (e.g. dis-, de-, mis-, over- and re-) in their writing.</p>	<p>Modal verbs (might, should, will, must) are evident in their writing to indicate degrees of possibility.</p>		<p>Pupils use some devices to build cohesion within a paragraph such as synonyms, pronouns, adverbial phrases and fronted adverbial clauses.</p>	<p>Use of commas to clarify meaning, (e.g. He sprang to his feet, quickly realising that someone was at the door versus He sprang to his feet quickly, realising that someone was at the door).</p>	<p>Writing is legible and some letters are joined accurately.</p>	<p>Plan – Identify the audience for purpose of the writing, selecting the appropriate form and using other similar models for their own.</p> <p>Draft &amp; Write – Select appropriate grammar and vocabulary, understanding how</p>



							<p>such choices can change and enhance meaning.</p> <p>Evaluate &amp; Edit - Ensure the consistent and correct use of tense is used throughout a piece of writing.</p> <p>Evaluate &amp; Edit – Propose changes to vocabulary, grammar and punctuation and edit errors independently.</p>
<p><b>Year 5 Spring</b></p>	<p>Pupils can apply their understanding of converting nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify) seen in their writing.</p>	<p>Use adverbs to indicate degrees of possibility (perhaps, surely).</p>		<p>Linking ideas across paragraphs using adverbials of time, (e.g. later) place (e.g. nearby) and number (e.g. secondly).</p>	<p>Use of brackets, John Smith (a boy from my school) is now a rocket scientist. Or commas – John Smith, a boy from my school, is now a rocket scientist. To indicate parenthesis are beginning to be used.</p>	<p>Writing is legible and most letters are joined accurately.</p>	<p>Draft &amp; Write – Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Draft &amp; Write - There are clear links (cohesion) across paragraphs.</p> <p>Evaluate &amp; Edit – Assess the effectiveness of</p>



							their own and others' writing.
<b>Year 5 Summer</b>		Pupils are accurately using a range of prefixes and suffixes in their writing.		Use relative clauses beginning with who, when, which, where, when, whose, that in their writing.	<p>Linking ideas across paragraphs using tense choices (e.g. he had seen her before).</p> <p>Use of brackets - John Smith (a boy from my school) is now a rocket scientist. Dashes – John Smith – a boy from my school – is now a rocket scientist. Commas – John Smith, a boy from my school, is now a rocket scientist. Indicate parenthesis mostly used correctly.</p>	<p>Choosing the writing implement that is best suited for the task.</p> <p>Writing is legible and most letters are joined accurately.</p> <p>Pupils are able to maintain the text type structure throughout their writing.</p>	<p>Draft &amp; Write – Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.</p> <p>Draft &amp; write - Has clear links (cohesion) across paragraphs.</p> <p>Draft &amp; Write - Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Evaluate &amp; Edit – Distinguish between the language of speech and writing and identify the level of formality used.</p> <p>Perform &amp; Publish – Perform their own compositions, using appropriate</p>



							intonation, volume and movement so that meaning is clear.
<b>Year 6 Autumn</b>	Applying the difference between vocabulary typical of informal speech and vocabulary for formal speech and writing (e.g. find out – discover, ask for – request, go in-enter).	Deliberate choice of using either active or passive voice in a sentence (e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken by me).  Use informal and formal speech to reflect character.		Using different devices to build cohesion within a paragraph (e.g. then, after, that, this, firstly).  Linking ideas across paragraphs using a wider range of cohesive devices such as repetition of a word or phrase or grammatical connections, (e.g. the use of adverbials, such as on the other hand, in contrast, or as a consequence).	Use of the semi-colon, colon and dash to mark the boundary between clauses, (e.g. it's raining: I'm fed up).  Use of the colon to introduce a list and the use of a semi-colons within lists.  Use of hyphens to avoid ambiguity (e.g. man eating shark versus man-eating shark).  Accurate use of ellipses.  Use of commas to clarify meaning, (e.g. he sprang to his feet, quickly realising that someone was at the door versus He sprang to his feet quickly, realising that someone was at the door).	Handwriting is joined and legible.	Plan - In narratives, consider how authors have developed setting, characters and atmosphere.  Draft & Write – Write appropriately for the intended genre and audience. Apply informal and formal language appropriate to the audience and genre.  Evaluate & Edit - Edits pieces of writing to change the grammar and punctuation used to enhance effects and clarify meaning.



<p><b>Year 6 Spring</b></p>	<p>Use verb tenses consistently and correctly throughout their writing.</p>	<p>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p>		<p>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</p> <p>Use verb tenses consistently and correctly throughout their writing.</p>	<p>Use the range of punctuation taught at KS2 mostly correctly including inverted commas and other punctuation to indicate direct speech. Semi-colon, colon and dash to mark the boundary between clauses. Colon to introduce a list and the use of semi-colons within lists.</p>	<p>Maintain legibility in joined handwriting when writing at speed.</p>	<p>Draft &amp; Write - 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; direct address in instructions and persuasive writing).</p> <p>Draft &amp; Write - In narratives, describe settings, characters and atmosphere using a range of descriptive techniques.</p> <p>Draft &amp; Write - Integrate dialogue in narrative to convey character and advance the action.</p>
<p><b>Year 6 Greater Depth</b></p>					<p>Use of hyphens to avoid ambiguity (e.g. man eating shark versus man-eating shark).</p> <p>Accurate use of ellipses.</p>		<p>Draft &amp; Write Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read</p>



					<p>Use of commas to clarify meaning, (e.g. he sprang to his feet, quickly realising that someone was at the door versus He sprang to his feet quickly, realising that someone was at the door).</p>	<p>as models for their own writing (e.g. literacy language, characterisation, structure).</p> <p>Draft &amp; Write Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</p> <p>Evaluate &amp; Edit – Distinguish between the language of speech and writing and choosing the appropriate register.</p> <p>Perform &amp; Publish - Perform their own compositions, varying intonation, volume and movement with an awareness of the audience.</p>
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