



## Writing Progression Grid



Concept	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Purpose</b> – What is the reason for producing a particular piece of writing?	Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary  Develop storylines in their pretend play	Write clearly, accurately and coherently, adapting their language and style for a range of purposes	Write about real events, recording these simply and clearly  Write poetry  Discuss what they are going to write before composition	Create narratives, describing settings and characters using simple expanded noun phrases	Create narratives, describe settings and characters using detailed description  Select and using organisational devices considering the text type, purpose and audience	Create atmosphere in narratives, describe settings and characters using varied, detailed description  Create characters, setting and atmosphere, with carefully chosen vocabulary to enhance mood, clarify meaning and create pace	Write for a range of purposes and audiences  Creating atmosphere in narratives, describe settings, characters  Integrate dialogue in narratives to convey character and advance the action
<b>Audience</b> – Who will be reading the piece of writing and how should we change our writing style to communicate with them effectively?	Use talk to help work out problems and organise thinking and activities, and to 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	Write clearly, accurately and coherently, adapting their language and style for a range of audiences	Write narratives about personal experiences and those of others (real and fictional)	Create narratives, describing settings and characters using simple expanded noun phrases	Create characters, setting and plot considering the purpose and audience of the story	Make deliberate vocabulary choices to add detail and effect, and to engage the reader across a range of genres	Describe settings and characters  Manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures

<b>Genres – What style of writing do we want to produce?</b>	Engage in story times  Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words  Learn rhymes, poems and songs  Engage in non-fiction books	After discussions with the teacher, write sentences that are sequenced to form a short narrative (real or fictional)	Write sentences that are sequenced to form a short narrative (real or fictional)	Independently organise writing into paragraphs, choosing which information/material to include  Start to choose imaginative vocabulary suitable for the text type	Use dialogue in narratives  Selecting some appropriate vocabulary (e.g. informal language, technical jargon)	Independently select and using organisational devices appropriate to the text type  Use dialogue to advance the action in narratives  Integrate dialogue in narratives to convey character	Select vocabulary and grammatical structures that reflect the level of formality, doing this mostly appropriately
<b>Vocabulary and Word choice – How can we select the most appropriate words and phrases to include in our writing and how does our choice of words affect our writing overall?</b>	Engage in extended conversations about stories, learning new vocabulary  Learn new vocabulary  Use new vocabulary in different contexts	Write a simple sentence, label or caption (which may or may not be punctuated)	Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing  Start to use adverbials of time (finally, then, after that) and manner (slowly, quickly)  Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)	Use prepositions of place (on, under, next to)  Use adverbs of time (before, later, next)  Use coordinating conjunctions (and, but, or, so)  Use subordinating conjunctions (because, although, so that)  Start to choose imaginative vocabulary suitable for the text type	Consciously use expanded noun phrases and fronted adverbials (of time, place and manner) to precisely enhance description	Select vocabulary (e.g. informal language, technical jargon)	Use some cohesive devices within and across sentences and paragraphs

<b>Punctuation and grammar – How will our chosen punctuation and grammar improve our writing as a whole?</b>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop</p> <p>Use longer sentences of four to six words.</p>	<p>Use spacing between words</p> <p>Demarcate some sentences with capital letters and full stops</p> <p>Begin to recognise word classes (verb, adjective, noun)</p>	<p>Demarcate most sentences in their writing with capital letters and full stops, use question marks and exclamation marks correctly when required</p> <p>Use present and past tense mostly correctly and consistently</p> <p>Use coordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</p> <p>Demarcate most sentences in their writing with capital letters and full stops, use question marks and exclamation marks correctly when required</p>	<p>Use the present perfect form (he has eaten, he has gone) of verbs instead of the simple past (he ate, he went)</p> <p>Write in the past and present tense</p> <p>Use adverbs of manner (gently, quickly, quietly) to add detail</p> <p>Recognise different types of nouns (common, proper)</p> <p>Choose the correct indefinite article (a/an)</p> <p>Use inverted commas to punctuate direct speech</p> <p>Use apostrophes to mark singular and plural possession</p> <p>Use commas in a list</p> <p>Use capital letters for proper nouns</p> <p>Use apostrophes for contraction</p>	<p>Use fronted adverbials (Later that day, After a short while, Early in the morning)</p> <p>Use coordinating and subordinating conjunctions (FANBOYS; because, although, however)</p> <p>Use main clauses</p> <p>Recognise and beginning to use subordinate clauses</p> <p>Use verb tenses consistently throughout their writing (past, present, perfect, future)</p> <p>Use adverbs, prepositional phrases and expanded noun phrases to add detail</p> <p>Recognise different types of nouns (common, proper, collective)</p> <p>Make the correct choice of pronoun or noun (he, she, it)</p> <p>Use commas after fronted adverbials</p>	<p>Use a wide range of coordinating and subordinating conjunctions</p> <p>Confidently use fronted adverbials (time, place and manner)</p> <p>Use synonyms to avoid repetition</p> <p>Include relative clauses (using the relative pronouns: who, which, where, that)</p> <p>Use main and subordinate clauses</p> <p>Recognise and use modal verbs (should, could, have, will)</p> <p>Vary sentence length for effect by using full stops</p> <p>Use verb tenses consistently and correctly throughout a range of text types</p> <p>Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision</p> <p>Recognise and use different types of</p>	<p>Use different verb forms mostly accurately</p> <p>Use coordinating and subordinating conjunctions</p> <p>Use passive and modal verbs mostly appropriately</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 a wide range of clause structures, sometimes varying their position and length</p> <p>Use verb tenses consistently and correctly throughout their writing</p> <p>Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision</p> <p>Use the full range of punctuation taught at Key Stage 2, including colons and semi-</p>
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					<p>Use apostrophes to mark singular and plural possession</p> <p>Use inverted commas for speech</p>	<p>nouns (common, proper, collective, abstract)</p> <p>Use a range of punctuation: dashes, hyphens, punctuation for parenthesis (commas, brackets or dashes), commas for clarity, commas for fronted adverbials</p>	<p>colons to mark boundaries between independent clauses, mostly correctly</p> <p>Use a wide range of punctuation: semi colons, dashes, hyphens, colons, Inverted commas, commas for clarity, punctuation for parenthesis</p>
<b>Presentation – How can we modify our handwriting and layout of our work to make sure our writing is clear and suits the purpose?</b>	<p>Show a preference for a dominant hand</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Make marks using a variety of resources, e.g. pencils, pens, crayons, or paint brushes</p> <p>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; writing 'm' for mummy</p> <p>Write some or all of their name</p> <p>Write some letters accurately</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Form lower-case letters of the correct size relative to one another in some of their writing</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these</p> <p>Start having visual fine motor control</p>	<p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Use spacing between words that reflects the size of the letters</p> <p>Use the diagonal and horizontal strokes needed to join some letters</p> <p>Use hand eye coordination</p> <p>Write with a joined style as soon as they can form letters securely with the correct orientation</p> <p>Use the handwriting lines to help form lower-case letters of the correct size</p>	<p>Use paragraphs to organise ideas around a theme</p> <p>Use headings and subheadings to organise the text</p> <p>Join most letters in handwriting</p> <p>Begin to increase the legibility, consistency and quality of their handwriting, (for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)</p> <p>Use joined handwriting</p>	<p>Begin to select grammatical structures (e.g. subheadings, captions, paragraphs)</p> <p>Maintain legibility in joined handwriting</p> <p>Increase the legibility, consistency and quality of their handwriting, (for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)</p> <p>Continue to use joined handwriting throughout their independent writing</p>	<p>Select grammatical structures (e.g. subheadings, captions, paragraphs)</p> <p>Maintain legibility and style in joined handwriting</p> <p>Join letters legibly, fluently and with increasing speed</p> <p>Choose the writing implement that is best suited for a task</p> <p>Confidently use joined handwriting throughout their independent writing</p>	<p>Use paragraphs to organise ideas</p> <p>Producing legible joined handwriting</p> <p>Maintain legibility in joined handwriting</p> <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>-choosing the writing implement that is best suited for a task</li> <li>- confidently use joined handwriting throughout their independent writing</li> </ul>

	<p>Improve gross motor skills</p> <p>Improve fine motor skills to aid handwriting by setting up areas of provision in the classroom to assist this</p> <p>Recognise capital and lowercase letters</p>	<p>Use the Read Write Inc letter formation rhymes to assist correct letter formation</p> <p>Begin to use the handwriting lines to help form letters of the correct size relative to one another</p>	<p>relative to one another</p>	<p>throughout their independent writing</p> <p>Begin to increase the legibility, consistency and quality of their handwriting</p>	<p>Increase the legibility, consistency and quality of their handwriting</p>		
<b>Spelling – How can we use strategies we already know to help us to spell a word correctly?</b>	<p>Spell words by identifying the sounds and then writing the sound with the letter/s</p>	<p>Spell CVC words correctly</p> <p>Segment spoken words into phonemes and represent these by graphemes</p> <p>Spell some common exception words* (from the Y1 list)</p> <p>Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest)</p>	<p>Spell many common exception words</p>	<p>Spell correctly most words from the Year 3 spelling list</p> <p>Start to use a dictionary to check the spelling of unfamiliar words</p>	<p>Spell correctly most words from the Year 4 spelling list</p> <p>Use a dictionary to check the spelling of uncommon vocabulary</p>	<p>Spell correctly most words from the Year 5 spelling list</p> <p>Use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p>	<p>Spell most words correctly</p> <p>Spell correctly most words from the Year 5 / Year 6 spelling list</p> <p>Use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p>

