



Writing Progression

Long Row Primary and Nursery School
Inspire, Respect, Belong

Progression EYFS- Y6			
	Autumn term The children will learn to ...	Spring term The children will learn to ...	Summer Term The children will learn to ...
	- Engage in extended conversations about stories, learning new vocabulary. - That the marks they make have value. - Distinguish between the different marks that they make.	- Enjoy drawing and writing on paper and in sand, playdough, mud and playground chalking etc. - Begin making up stories, play scenarios, drawings in response to stories they know or places they have been. - Use some of their print and letter knowledge in their early writing - writing a letter that starts at the top of the page, writing 'm' for mummy or writing a list with words under each other.	- Ascribe meaning to signs, symbols and words that they see in different places including those made up themselves. - Attempt to write some or all letters of their name. - Use lines, circles, curves or letter type shapes. - Have a try at emergent writing - lines, squiggles from left to right in imitation.

EYFS - Nursery

Progression EYFS- Y6			
EYFS - Reception	• Introduce a storyline or narrative into their play. • Take part in emergent writing - lines, squiggles, using letters they know (from name) within play. • Write some or all letters of their name. • Be aware that names start with capital letters. • Tell a simple story or event. • Give meaning to marks that they draw, paint or mark make in the environment. • Recognise spelling for the sound - SSPF Basics 2 • Hear and say the initial sounds in words. • Use the correct pencil grip using 'nip, flip, grip' technique. • Begin letter formation using SSPF Curly Cal and his Handwriting Pals - Len's Ladder Letters 1 (l t i u y j). • Begin writing some SSPF Basic 2 spellings. • Write some spellings and numbers as codes in their Drawing Club work.	• Recognise a rhyming string. • Begin to break the flow of speech into words. • Recognise spelling for the sound (GPC) - SSPF Basics 3 • Know the difference between a letter and a word. • Begin to segment the sounds in simple words to write them down. • Link sounds to letters - write initial sounds and some middle/final sounds. • Use a developed pencil grip. • Continue developing letter formation using SSPF Handwriting - Curly Cal and his Handwriting Pals - Curly Cal's Letters (c o a d g q e f s), Len's Ladder Letters 2 (r n m h b p k) & Zippy's Zig-Zag Letters (v w x z). • Begin to recognise finger spaces and full stops. • Write their name confidently and with a capital letter. • Build up vocabulary reflecting breadth of experiences & texts read.	• Write recognisable letters most of which are correctly formed. • Confidently hold a pencil using an effective grip. • Spell words by identifying sounds in them and representing the sounds with a letter or letters - spelling for the sound (SSPF) • Write labels and captions. • Write a simple sentence that can be read by others. • Use finger spaces between words. • Begin using a full stop at the end of a sentence. • Begin to write some Basics 2 tricky words.

Year 1 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.
- Rereading 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.
- Ensure common exception words are taught throughout (SSPF)

Year 2 Write sentences by:

Develop positive attitudes towards and stamina for writing by:

1. Writing narratives, both real and fictional, about personal experiences and those of others.
 2. Writing about real events.
 3. Writing poetry.
 4. Writing for different purposes.
- Consider what they are going to write before beginning by:
 1. Planning or saying out loud what they are going to write about.
 2. Writing down ideas and/or key words, including new vocabulary.
 3. Encapsulating what they want to say, sentence by sentence.
 - Make simple additions, revisions and corrections to their own writing by:
 1. Evaluating their writing with the teacher and other pupils.
 2. 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.
 3. Proofreading to check for errors in spelling, grammar and punctuation.
 - Read aloud what they have written with appropriate intonation to make the meaning clear.
 - Ensure common exception words are taught throughout (SSPF)

Progression EYFS- Y6			
Year 1/2	Autumn term The children will learn to ...	Spring term The children will learn to ...	Summer Term The children will learn to ...
	- Review term <u>letter</u> - <u>capitals</u> and lowercase <u>Capitals</u> for the beginning of <u>sentences</u> and <u>Capitals</u> for names and <u>personal pronoun I</u> and <u>full stops</u> (year 1) / Use of capital letters, full stops, question marks (year 2) - Making <u>letters</u> into <u>words</u> - Spaces between <u>words</u> - Review making <u>words</u> into <u>sentences</u> - how do you know when you have written a sentence? (year 1)/ Grammatical patterns in a sentence indicate its function <u>statement</u>, <u>question</u>, <u>command</u> and <u>exclamation</u> (year 2) - Introduce and investigate the term <u>punctuation</u> - Introduction of term <u>singular</u> - Introduction of term <u>plurals</u> of <u>words</u> - adding -s - Sequencing <u>sentences</u> -stories <u>Plurals</u> of words - adding - es (year 2) - Using <u>and</u> to join <u>sentences</u> - stories (ABS sentences - and, but, so) - Use <u>modelled adjectives</u> (year 1) / introduce the term <u>noun</u> / <u>adjective</u> and <u>noun phrases</u> (year 2) - Introduction of term <u>suffix</u> - Formations of <u>nouns</u> using <u>suffixes</u> - ness, -er - Formation of <u>adjectives</u> using <u>suffixes</u> e.g. - ful, - less (Y2 spelling list)	- Use of term <u>punctuation</u> <u>Capitals</u> for the beginning of <u>sentences</u> <u>Capitals</u> for names and <u>personal pronoun I</u> <u>Full stops</u> for the end of a sentence - Use of term <u>punctuation</u> <u>Question marks</u> and <u>exclamation marks</u> (year 2) as <u>full stops</u>. (What + ! sentences e.g. What a lovely day, the sentence must always end in an exclamation mark indicating a strong emotion) - Sequencing <u>sentences</u> -stories - Suffixes for verbs (with no change of root word) - ed, ing, er, helping, helper (Eds and ings sentences e.g. The rabbit turned towards the log, sniffing the air - year 2) - Using <u>and</u> to join <u>clauses</u> and <u>words</u> <u>Plural</u> of words - adding - s (year 1), -es (year 2) - Spaces between words - Prefix -un changes meaning - Sequencing - <u>sentences</u> - stories - Using <u>conjunctions</u> for <u>coordination</u> ABS and, but, so (year 1) BOYS sentences: but, or, yet, so - year 2 - Introduction to the term <u>verb</u> - Formation of nouns - <u>compound nouns</u> e.g. whiteboard, superman (year 2) - Use term <u>suffix</u> (year 2) <u>Consistent tense</u> - <u>past</u> and <u>present</u> form of <u>verbs</u> (suffixes for verbs with no change of root word) (year 2) - Grammatical patterns in a sentence indicate its function - <u>statement</u>, <u>question</u>, <u>exclamation</u>, <u>command</u> <u>Adjectives</u> (year 1) / <u>Noun phrase</u> (year 2) - specification	- Prefix - un changes meaning <u>Capital letters</u>, <u>full stops</u> (year 1), <u>question marks</u>, <u>exclamation marks</u> (year 2) to demarcate sentences <u>Singular</u> and <u>Plurals</u> of words - adding -s (year 1), -es (year 2) - Using <u>conjunctions</u> for <u>coordination</u> ABS and, but, so (year 1) BOYS sentences: but, or, yet, so - year 2 - Prefix -un changes meaning <u>Sequencing sentences</u> - stories - Suffixes for verbs (with no change of root word) - ed, -ing, -er (ing, ing, ing e.g. Hopping, skipping, jumping, he made his way to the park) (year 2) - Introduce adverbs (ly) (year 2) - Suffixes -ment, -ness, -ful, -less (year 2) - Review everything taught so far and individual targets

Progression EYFS- Y6			
Year 1/2		• Use of capital letters, full stops, question marks, exclamation marks (relevant to non-fiction) All the W's • simile (Like a as a) • Write a simple paragraph or more • <u>Tense</u> - <u>past</u> and <u>present</u> form of verbs (consistent) • Introduction of a <u>comma</u> - explaining how it is different to a full stop (year 2) • <u>Commas</u> in lists (Year 2: List sentences - using commas in lists e.g. It was a dark, long, leafy lane. E.g. it was a cold, wet, miserable and misty morning. (3 or 4 adjectives before the noun)) • Formation of nouns - compound nouns • Formation of adjectives using -er and - est suffixes	
Year 3/4			
Year 3/4	End of Year 4 National Curriculum Aims: • Plan their writing by: - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. - Discussing and recording ideas. • Draft and write by: - 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. - Creating settings, characters and plot in narratives. - Using simple organisational devices, e.g. headings and sub-headings, in non-narrative material. • Evaluate and edit by: - 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. • 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. • Ensure common exception words are taught throughout		

Progression EYFS- Y6

Autumn term The children will learn to ...	Spring term The children will learn to ...	Summer Term The children will learn to ...
- Review from Yr 2: Use of capital letters, full stops, question marks, exclamation marks, commas for lists (continual). - Review from Yr2: apostrophe for contraction - Review from Yr 2: Use of capital letters, full stops, question marks, exclamation marks, commas for lists (continual). - Review from Yr2: apostrophe for contraction - Review from Y2: suffixes: - ing, -ed, -er, -est and -y, -ness, -er-ful, -less -er -est, ent, -ness, (this includes reviewing the simple past tense) - Review adverbs with -ly suffix (ly sentences year 3) (Double ly - year 4) - Review coordinating conjunctions used in year 2: BOYS explain the term conjunction - Review subordinate conjunctions used in y2: when, if, that, because explain the term conjunction - Review noun phrases expanded by adjectives (The strict teacher <u>with</u> curly hair) - Time, place, cause expressed using <u>conjunctions</u> <i>when, before, after, while</i> and <u>adverbs</u> <i>then, next, soon</i> (Year 4 - ensure commas are used preceding the conjunction) - Introduce the term prefix: super-, anti-, auto-, un-, dis-, mis-, in- - Introduction to paragraphs - grouping related materials - fiction and non-fiction <u>headings and sub headings</u> (year 4 - review and apply) - Review Verb - the verb to be -am, is, are, was, were - Progressive form of verbs using the verb to be e.g. she is running, she was running (verb, person sentences) - Verb - the verb to have (present) have, has - Verbs - present perfect instead of simple past (has) - Progressive form of verbs - present and past - If ready introduce the use of subordinating conjunctions (AWHITEBUS / HANDS - although, after, as, when, if, that, even though, because, until, unless, since) - a few for year 3 - more for year 4 (Year 4 - ensure commas are used preceding the conjunction)	- Review gaps from previous half term - Introduction of term word <u>families</u> based on common words - building words (e.g. light, give, hope, pass)) using a matrix of prefixes, root word and suffixes - Ensure understanding of terms <u>vowel, vowel letter, consonant, consonant letter</u> - Prefixes: il-, im-, ir- - Introduction to the term <u>determiner (year 3) / review year 4</u>: Using a or an whether word begins with a <u>consonant</u> or <u>vowel</u> (year 3), <u>using other types of determiner (year 4)</u> - Paragraphs - grouping related materials - fiction and non-fiction <u>headings and sub headings</u> <u>Beginning to use fronted adverbials for when, where and how (year 3)</u> (ly sentences and emotion word, comma) <u>Use fronted adverbials and a comma (year 4)</u> (ISPACE -ing, simile, preposition, adverb, conjunction, -ed) - Time, place, cause expressed using <u>prepositions before, after, during, in</u> (year 3) <u>Use term prepositional phrases (year 4)</u> - Subordinating conjunctions (AWHITEBUS / HANDS - although, after, as, when, if, that, even though, because, until, unless, since) - a few for year 3 - more for year 4 (Year 4 - ensure commas are used preceding the conjunction) - Plural and possessive -s - Apostrophe for possession - year 3: singular, year 4: singular and plural 2 pairs sentences (year 4) Short sentences e.g. everything failed! The ship exploded! Rule 1-3 words with a possible exclamation mark. - Prefixes: re-, sub-, inter- - Identify a main and a subordinate clause - Introduction to <u>inverted commas</u> for direct speech (year 3) <u>Punctuate direct speech including other punctuation (year 4)</u> - Review apostrophe for possession - year 3: singular, <u>year 4: singular and plural</u>	- A or an whether word begins with a <u>consonant</u> or <u>vowel</u> <u>Inverted commas</u> for direct speech (year 3) Punctuate direct speech including other punctuation (year 4) - Introduce the term pronoun (year 4) Personification of weather (year 4) - Use subordinate clauses <u>Inverted commas</u> for direct speech (year 3) Punctuate direct speech including other punctuation (year 4) - Time, place, cause, expressed using <u>prepositions before, after, during, in</u> - Introduce the term possessive pronoun (year 4) - Begin to use colons preceding a list (year 4). - Review everything taught so far and individual targets

Progression EYFS- Y6			
Year 3/4	• The more, the more sentences • <u>Beginning to use fronted adverbials for when (time) / where (prepositions) (year 3) (ly sentences and emotion word, comma) Use fronted adverbials and a comma (year 4) (plus double ly)</u> • ad, same ad (year 4) • If ready, introduce use of further subordinating conjunctions to year 3 this half term: (A)WHITEBUS - although, after, as, when, if, that, even though, because, until, unless, since) - a few for year 3 - more for year 4 (Year 4 - ensure commas are used preceding the conjunction)		
Year 5/6			
Year 5/6	End of Year 6 National Curriculum Aims: • Plan their writing by: - Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. - Noting and developing initial ideas, drawing on reading and research where necessary. - Considering how authors have developed characters and settings in writing narratives that pupils have read, listened to or seen performed. • Draft and write by: - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. - Describing settings, characters and atmosphere and integrating - dialogue to convey character and advance the action in narratives. - 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, e.g. with headings, bullet points, and underlining. • Evaluate and edit by: - 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. • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. • Ensure common exception words are taught throughout		

Progression EYFS- Y6

Autumn term The children will learn to ...	Spring term The children will learn to ...	Summer Term The children will learn to ...
- Review from 3/4: Verb – the verb to have (present) have, has / present perfect instead of simple past (has) / Progressive form of verbs – present and past - Use of terms clause and phrase – use terms main clause and subordinate clause - Review from 3/4: Use of commas for lists, fronted adverbials, to precede conjunctions, to separate clauses and to clarify meaning, and basic punctuation secure. (Use commas to clarify meaning or avoid <u>ambiguity</u>) - Review prefixes and suffixes from previous years - Review use of subordinating conjunctions (AWHITEBUS – although, after, as, when, if, that, even though, because, until, unless, since) - Review the terms object and subject - Review all terminology so far (noun, expanded noun phrase, verb, adverb, determiner, pronoun, adverbial, conjunction) - Use fronted adverbial (ISPACE) and time adverbials with a comma - Use of coordinating and subordinating conjunctions – (ISAWAWABUB = new) HANDS / A WHITEBUS and if, if, if, then - Review term <u>adverbial</u> (ly sentences and emotion word, comma, double ly) - Use expanded noun phrases, prepositions and adverbs - Revisit all punctuation - Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby, number e.g. secondly - Year 6: Discussion of audience and purpose: formal/informal (including subjunctive formal (if I were)) - Review: Use of <u>colons</u> to introduce a list - Introduce term <u>cohesion</u>	- Revisit all punctuation <u>Cohesion</u> within a paragraph e.g. <i>then, after, that, this, firstly</i> - Linking ideas across paragraphs using adverbials of time e.g. later, nearby - Linking ideas across paragraphs using adverbials of number e.g. <i>secondly</i> - Convert nouns or adjectives into verbs using suffixes -ate, -ise, -ify - Using modal verbs to show possibility or certainty - Use and investigate degrees of possibility using adverbs e.g. perhaps, surely - Link ideas <u>within</u> and <u>across</u> paragraphs using adverbials of time, place, manner and number - Introduction of terms <u>formal and informal</u> Many questions ? ? ? - Introduce the use of <u>semi colon – some; others</u> - Review the use of <u>relative clauses</u> and introduce the term <u>relative pronoun</u> e.g. who, which, where, when, whose, that - Noun, who, which, where - Review – Converting nouns or adjectives into verbs using suffixes -ate, -ise-, -ify - Use of relative clauses and relative pronouns - Using <u>brackets, dashes, commas</u> in parenthesis to add extra information - Use of subordinating conjunctions and coordinating conjunctions P.C. sentences (paired conjunctions) e.g. <u>Neither money nor gifts could make him visit the haunted mansion.</u> - Use of <u>semi colon – some; others</u> - Use of <u>colons</u> to introduce a list	- Revisit all punctuation - Use brackets, dashes, commas to indicate parenthesis Name – adjective pair – dashes- - Confidently use modal verbs - Verb prefixes e.g. -dis, -de, -mis, over-, -re - Use of <u>semi colon – some; others</u> - Use of <u>colons</u> to introduce a list The question is - Passive/active voice (year 6) - Hyphens to avoid ambiguity (year 6) - Review everything taught so far and individual targets

	Progression EYFS- Y6		
Year 5/6	• Introduce <u>parenthesis</u> to add extra information <i>Outside (inside).</i> • Introduce synonym and antonym	• Repetition of a word or phrase: <i>Imagine 3 examples and if, if, if, then.</i> • Introduce the term <u>modal verbs</u> for possibility and certainty • Introduce the term <u>relative clauses</u> and introduce the term <u>relative pronoun</u> e.g. who, which, where, when, whose, that <i>Noun, who, which, where</i>	