Writing Progression

NC	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition (coverage of genres and coverage of genre features)	Give meaning to marks they make as they draw, write and paint. Ascribes meanings to marks that they see in different places. Hear and say the initial sound in words Begins to see sounds from their own name in other words.	Children use their phonic knowledge to write words in ways which match spoken sounds. They also write some irregular common words. Some words are spelt correctly and others are phonetically plausible. Writes own names and other things such as labels or captions. Write simple phrases and sentences that can be read by others.	<u>Planning skills:</u> Sentences are composed orally before writing down and written from memory <u>Text type:</u> <u>Entertain:</u> **Stories (including retellings)** *(sequence, noun phrases, adjectives, adverbials)* **Descriptions** *(adjectives; noun phrases)* **Poetry** *(rhyming words; separating lines appropriately; simple punctuation)* **Character descriptions** <u>Inform:</u> - **recount** *(sequence, past tense, adjectives, noun phrases)* - **letter** *(first person, questions, exclamations)* - **instructions** *(imperative verbs, adverbs of time, adjectives)* - **non-fiction texts** *(statements, facts, pictures, labels, captions)* To write from memory simple sentences.	<u>Text type:</u> <u>Entertain:</u> - **stories (including retellings)** *(sequence, expanded noun phrases, adjectives, adverbials)* - **descriptions** *(adjectives; adverbs; expanded noun phrases)* - **poetry** *(rhyming words; separating lines appropriately; variety of punctuation; use of adjectives)* - **in-character/ role** <u>Inform</u> - **recount** *(sequence, past tense, adjectives, expanded noun phrases, adverbials)* - **letter** *(first person, questions, exclamations)* - **instructions** *(imperative verbs, adverbs of manner, adverbs of time, adjectives)* - **non-fiction texts** *(statements, facts, pictures, labels, captions)* To write from memory simple sentences using common exception words and Year 2 punctuation.	**Planning skills:** Orally rehearse sections of writing including the written sequence of sections. **Text types:** **Entertain**: ● Stories ● Descriptions ● Poetry ● Characters/Settings **Text features:** ● Use detailed description ● Uses pronouns to avoid repetition. ● Uses conjunctions, adverbs and prepositions ● Use of paragraphs to organise in time sequence **Inform**: ● Recount ● Letter ● Explanation ● Biography ● Newspaper ● Instructions **Text features:** ● Use paragraphs used to group related ideas	**Planning skills:** Orally plans the structure of whole piece including supporting details. **Text types:** **Entertain:** ● Stories ● Descriptions ● Poetry ● Characters/Settings **Text features:** ● Use detailed description-Expanded Noun Phrases, Fronted adverbials ● Use paragraphs to organise in time sequence ● Explore and compare different forms of past tenses-progressive and possessive ● Subordinate clauses **Inform:** ● Recount ● Letter ● Explanation ● Biography ● Newspaper ● Instructions **Text Features:** ● Paragraphs to group ideas	**Planning skills:** Orally plan structure, including links, of writing including supporting details. Use a variety of planning structures Using own experiences to write stories. **Entertain:** Text types: ● Narratives ● Descriptions ● Poetry ● Characters/settings Text features: ● Detailed description ● Use of paragraphs to organise in time sequence ● Use a range of tenses to indicate changes in timing and sequence **Inform:** Text types ● Report ● Recount ● Biography ● Newspaper ● Essay Text features:	**Planning skills:** Demonstrate the process needed to plan writing by thinking aloud to generate ideas. Choose the most appropriate planning structure. Critically evaluate and use appropriate features Creating own success criteria independently. **Entertain:** Text types: ● Narratives ● Descriptions ● Poetry ● Characters/settings Text features: ● Detailed description ● Use of paragraphs to organise in time sequence ● Use a range of tenses to indicate changes in timing and sequence **Inform:** Text types ● Report

			Writing is starting to be reread to check it makes sense.	Writing is reread to check it makes sense.	● Use headings/subheadings **Persuade**: ● Advertising ● Letter ● Speech ● Poster **Text Features:** ● Use of 2nd person ● Planned repetition ● Facts and statistics ● Adjectives for positive description	● Subheadings to label content ● To add detail to writing through subordinating conjunction, expanded noun phrases, commas, relative clauses, present perfect. **Persuade:** ● Advertising ● Letter ● Speech ● Poster **Text features:** ● Use of 2nd person ● Planned repetition ● Use of facts and statistics ● Adjectives for emotive language. ● Use of sentence types including imperative verbs, rhetorical questions, relative clauses, noun phrases.	● Paragraphs used to group related ideas ● Headings/subheadings ● Use of technical vocab ● Glossary **Persuade:** Text types: ● Advertising ● Letter ● Speech ● Campaign **Text features:** ● Use of 2nd person ● Personal pronouns ● Planned repetition ● Facts and statistics ● Hyperbole ● Link to oracy ● Use of colour and images **Discuss:** Text types: ● Balanced argument ● Newspaper ● Review **Text features:** ● Appropriate use of cohesive devices ● Use of subjunctive form where needed ● Use of paragraph to structure arguments	● Recount ● Biography ● Newspaper ● Essay **Text features:** ● Paragraphs used to group related ideas ● Headings/subheadings ● Use of technical vocab ● Glossary **Persuade:** Text types: ● Advertising ● Letter ● Speech ● Campaign Text features: ● Use of 2nd person ● Personal pronouns ● Planned repetition ● Facts and statistics ● Hyperbole ● Link to oracy ● Use of colour and images **Discuss:** Text types: ● Balanced argument ● Newspaper ● Review **Text features:** ● Appropriate use of cohesive devices ● Use of subjunctive

							● Formal/impers onal language	form where needed ● Use of paragraph to structure arguments ● Formal/impers onal language
Composition: Vocabulary			Story language from shared stories is used, such as once upon a time, in the end, it was a, one sunny day etc. ● Use of some adjectives to modify nouns	Use of some technical words in non -fiction text types. ● Use of simple/comparative adjectives and well - chosen verbs in narratives. ● Expanded noun phrases for description and specification (the blue butterfly or the man in the moon) ● Writing uses both description and dialogue for characters and setting to engage the reader. ● Some use of adverbs	Growing awareness of language choices that grip the reader's interest. ● Use of specific nouns (terrier instead of dog) ● Adverbs are used carefully to detail actions. ● Action verbs provide interest, such as cackled instead of laughed. ● Some evidence of words chosen to introduce opinion or add clarity.	Confident use of adjectives and adverbs and an attempt to think of different ones to use in different situations. ● Use of fronted adverbials for effect. (Majestically the swan glided onto the river) ● Words are chosen carefully to describe events, characters and feelings. ● Powerful verbs add impact. ● Word use is lively and imaginative, intended to amuse, entertain or inform. ● Pronouns and nouns are carefully chosen across sentences to aid cohesion and avoid repetition.	● Evidence of the use of stylistic devices such as similes, metaphors and personification to create effects. ● Precise detail adds interest and engages the reader. ● Adverbs and adverbials are used to make links within paragraphs. ● Distinguishes between the formal and informal spoken and written language. ● Some expanded noun phrases may be used to add well thought out detail to writing.	Use of synonyms and antonyms ● Expanded noun phrases add well thought -out detail to writing. ● Vocabulary is chosen to match the audience and purpose of the writing and to ensure the correct degree of formality. ● Personal comments, flash backs and hooks may be used to engage the reader. ● Connectives chosen relate to the text type. ● Adverbials of place are evident (walked wearily into the deep dark forest). ● Ability to use a variety of linguistic terms, to confidently discuss their writing. ● Both adjectives and adverbs provide detailed description and information. ● Figurative language is evident, such as The wind wrapped me like a cloak
Grammar and Punctuation		Finger spaces, capital letters and full stops.	Capital letters and full stops are used with accuracy to demarcate a sentence. ● Capital letters for the names of people,	Usually consistent use of past and present tenses within all forms of writing. (has/had, was/were)	**Word** ● Formation of nouns using a range of prefixes	**Word** ● The grammatical difference between plural	**Word** ● Convert nouns or adjectives into verbs using suffixes *(e.g. –ate; –*	**Word** Understand the vocabulary difference between formal and informal for speech and writing

| | | places, days of the week and the personal pronoun "I" are becoming evident.
• Question or exclamation marks in independent writing are beginning to be used. | • Use of statements, questions, exclamations or commands.
• Consistent use of full stops, capital letters, question marks and exclamation marks.

Evidence of commas within a list.
• Use of the apostrophe to mark where letters are missing in spelling and mark singular possession in nouns.
• Experimentation with inverted commas.
• A growing ability to accurately proofread to check for errors in grammar and punctuation is evident. | (*super–, anti–, auto–*)
• Use of the forms a or an according to whether the next word begins with a consonant or a vowel (*a rock, an open box*)
• Word families based on common words, showing how words are related in form and meaning (*solve, solution, solver, dissolve, insoluble*)
• Use a range of prefixes, (*super, anti, auto*)
• Use noun/pronouns with cohesion

Sentence
• Expressing time, place and cause using: conjunctions (*when, before, after, while, so, because*)
• Adverbs (*then, next, soon, therefore*)
• Prepositions (*before, after, during, in, because of*)
• Use a range of conjunctions including when/if/because/although, to write sentences | and possessive –s
• Standard English forms for verb inflections instead of local spoken forms (*we were instead of we was, or I did instead of I done*)
• Further prefixes and suffixes and how to add them.
• Can use homophones consistently.
• Place apostrophes in regular and irregular plurals (*girls' and boys'*)
• Apply words with contracted forms

Sentence
• Noun phrases; expanded by the addition of modifying adjectives, nouns and prepositional phrases *(the teacher expanded to: the strict maths teacher with curly hair)*
• Can use fronted adverbials to express time, place and | *ise)* and prefixes *(e.g. dis–, de–, mis–, over– and re–).*
• There is correct subject and verb agreement when using singular and plural

Sentence
• Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun
• Indicating degrees of possibility *(perhaps, surely)* or modal verbs *(example, might, should, will, must).*
• *Full range of clauses are evidenced*

Text
use devices to build cohesion within a paragraph *(then, after that, this, firstly).*

Link ideas across paragraphs using adverbials of time *(later)* place *(nearby)* and number *(secondly)* or tense choices *(he had seen her before).* | *(find out – discover; ask for – request; go in – enter)*

How words are related by meaning as synonyms and antonyms *(big, large, little).*

Sentence
Use passive verbs to affect the meaning of sentences *(I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)).*

Understand the difference between informal speech, formal speech and writing *(the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech)*

Text
Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections *(The use of adverbials such as on the other hand, in contrast, or as a consequence)*; and ellipsis.

Layout devices *(for example, headings, sub-headings, columns,* |

					containing more than one clause. • Demonstrate a range of sentence structures (*Subordinate clause and a range of conjunctions*) • Uses some present perfect form of verbs (*She has gone*) instead of the simple past (*She went*). **Text** • Introduction to paragraphs as a way to group related material • Headings and subheadings to aid presentation • Evidence of improvements made through editing to make changes to grammar and vocabulary. • Proofreading eliminates simple errors and is an embedded part of the writing process **Punctuation** • Introduction to inverted commas to punctuate direct speech • Uses punctuation	cause using conjunctions, adverbs or prepositions. (*Later that day, I heard the bad news.*) • Will make greater use of pronouns and nouns across sentences to avoid repetition. • Consistently use inverted commas and other punctuation to indicate direct speech. • Use commas after fronted adverbials (Eventually, the waiter arrived.) • Evaluate and edit their work. **Text** Use of paragraphs to organise ideas around a theme Use narrative structure- opening, build up, dilemma, resolution, ending). Chronological order Editing makes changes to whole paragraphs, precise vocabulary or errors in tense or person **Punctuation**	Editing attempts to reorganise sentences to give writing a greater impact or to clarify meaning **Punctuation** Use of brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity. **Terminology to introduce.** modal verb relative pronoun relative clause parenthesis bracket dash cohesion	*bullets, or tables, to structure text)* Proof reading and editing is embedded as a process to further develop compositions **Punctuation** The full range of punctuation is controlled. Use of the semi-colon (;), colon (:) and dash (-) to mark the separation between independent clauses *(It's raining; I'm fed up)* Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity *(for example, man eating shark versus man-eating shark, or recover versus re-cover)* **Terminology to be introduced** subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

					mostly accurately including some use of inverted commas to indicate direct speech. **Terminology to be introduced** Preposition Conjunction Word family Prefix Clause Subordinate clause Direct speech consonant Consonant letter vowel Vowel letter Inverted commas (or 'speech marks')	Use of inverted commas and other punctuation to indicate direct speech (*a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"*) Apostrophes to mark plural possession (*the girl's name, the girls' names*) Use of commas after fronted adverbials **Terminology to be introduced** Determiner Pronoun Possessive pronoun Adverbial		
Transcription ● Spelling ● Handwriting	**Spelling:** Can copy some letters e.g. letters from their name. **Handwriting:** Draws lines and circles using gross motor movements. Holds pencil near point between first two fingers and thumb and uses it with good control, no longer using whole-hand grasp.	**Spelling:** Hears and says the initial sound in words. Spell words by identifying sounds in them and representing the sounds with a letter or letters. **Handwriting:** Uses a pencil and holds it effectively to form recognisable letters most of which are correctly formed. Shows a preference for a dominant hand. Begins to use anticlockwise movement and retrace vertical lines.	**Spelling:** Use letter names to distinguish between alternative spellings of the same sound. Starts to use syllables to divide words when spelling. Clap and count 2 syllable words ● Use plurals *(s/ es)*; ● Use prefixes *(un)*; ● Add a suffix *(ing/ er/ ed)*; ● The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck ● The /ŋ/ sound spelt n before k ● The /v/ sound at the end of words	**Spelling:** use alternative spelling patterns for words where one or more spelling pattern is already known. ● Use irregular plurals *(eg. baby - babies, mouse - mice)*; ● Independently use simple prefixes *(un/ dis)*; ● Use suffixes, including spelling changes *(ness/ er/ ess/ ly)*; ● Apostrophes to mark contractions; ● spell more common words with contracted forms *(eg*	**Spelling:** ● Use the first two or three letters of a word to check its spelling in a dictionary. ● Write simple sentences from memory dictated by the teacher. ● Spell some of the Y3/4 common exception words ● Formation of nouns using a range of prefixes. ● To spell words using a range of prefixes and suffixes. ● Spell words with the u	**Spelling: Year 3 rules and...** ● Use of a dictionary and thesaurus to spell increasingly complex words of to make choices of words. ● Consolidates spelling words with prefixes and suffixes. ● 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 ● Spells words with ei, eigh or ey, such as weigh, vein or neighbour.	**Spelling** Writes from memory simple sentences that have been dictated by the teacher that include words and punctuation listed in the year 5 national curriculum document. ● Nouns or adjectives are converted into verbs using suffixes ate, ise or 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 three or four letters of a word. ● Spells words with the endings ♣ able, ible and ibly	**Spelling: Year 5 rules and....** The child writes from memory simple sentences dictated by the teacher that includes words and punctuation listed for Y6 in the NC document. The child applies morphological and etymological knowledge and the full range of rules and patterns listed in the NC document for Y5/Y6, and understands that some spellings need to be learnt specifically. Independently uses dictionaries to check the spelling and meaning of words.

			• Spelling days of the week and Year 1 common exception words; Spell simple contractions; Recognise that homophones have different spellings but the same sound. **Handwriting:** Beginning to form correct letter formation and size for all letters (lower and uppercase) leaving spaces between words Write from left to right and top to bottom	*couldn't/ can't)* • Select the correct spelling for homophones *(eg. there/ their/ they're)* • Spell decodable high frequency words correctly • Spell Year 2 common exception words **For a full comprehensive breakdown of spelling rules please refer to N/C and RWInc spelling programme.** **Handwriting:** Form capital letters and digits of the correct size, orientation and relationship to one another and lower-case letters. Uses spacing between words that reflects the size of the letters. Uses the diagonal and horizontal strokes needed to join some letters Independently write within lines to organise work.	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. • Accurately spells words ending in ture, sure and tch with an er suffix, such as treasure, creature, furniture and catcher **Handwriting:** • Sits appropriately with one hand on the paper and pencil held at 45 degrees. • Writes with increasing legibility, e.g. lower case letters are an equal size; capitals are appropriate size and not joined to lower-case letters. • Presentation: leave line spaces where appropriate, e.g. below a heading	• 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. • Spell many of the Y3/4 common exception words **Handwriting:** • Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • Increase the legibility, consistency and quality of their handwriting *(ensure downward strokes of letters are parallel and lines of writing are spaced efficiently so ascenders and descenders do not touch)* • Consistent sizing on most occasions. • A fluent continuous cursive	• Spells words with i phoneme represented as ei after c, such as deceive, conceive or receive. • Spells words containing the letter string ough, such as bought, rough, cough, though or thorough. • Spells words with silent letters, Child spells most homophones and other words that are often confused, accurately. • The child accurately spells some of the words listed for Y5/Y6 in the NC document accurately. **Handwriting** Maintains legible and fluent handwriting when writing at increased speed. • chooses which shape of a letter to use when given choices and deciding whether or not to join specific letters • The writer's own style is evident and may change for different text types. • The child can use an unjoined style for specific	• Spells words with the endings ♣ cious and tious ♣ cial and tial ♣ ance and ancy ♣ ent ♣ ence and ency • Adds suffixes beginning with vowel letters to words ending in fer, such as referring, referral or transferring The child accurately spells most words with silent letters, and homophones and other words that are often confused. The child accurately spells most words listed for Y5/Y6 in the NC document. **Handwriting** Maintains legible, fluent handwriting at speed. The child can decide, as part of their personal style, which parts of a letter to join or not join.

					• Begins to use horizontal and vertical strokes that are needed to join letters and is starting to understand which adjacent letters are best left unjoined. • A fluent continuous cursive handwriting style is developing.	handwriting style is secure. • Handwriting is consistent and different effects for different text types are started to be experimented with, such as capitalisation, bold or printing etc.	purposes (*Labelling a diagram, writing an email address, algebra*)	