

Progression of Writing



<u>Writing focus</u>	<u>EYFS</u>	<u>KS1</u>		<u>KS2</u>			
	2- 4 year olds Reception	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Handwriting	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Shows a preference for a dominant hand.</p> <p>Write some letters accurately.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing,</p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Finger spaces</p>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>Begin to use some of the diagonal and horizontal strokes</p>	<p>Diagonal and horizontal strokes that are needed to join letters.</p> <p>To use a neat, joined handwriting style with increasing accuracy and speed.</p>	<p>To increase legibility, consistency and quality of their handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>Legible Fluent Increasing speed</p>	<p>Legible Fluent Increasing speed</p>

	<p>paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>						
Punctuation	To begin to develop an understanding of the difference between capital and lower case.	<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p>	To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions.	<p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use of inverted commas.</p>	<p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>To consistently use apostrophes for singular and plural possession.</p>	<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p>	To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.
Sentence structure		To be able to use 'and' to join phrases and clauses.	<p>To be able to use subordination and coordination effectively.</p> <p>Use noun phrases within their writing and a range of all 4 sentence types.</p>	'when, before, after, so, because' to show time, place, cause 'next, soon, therefore' adverbs 'before, after, during, because of' prepositions	<p>Fronted adverbials</p> <p>Expanded noun phrases</p>	<p>Relative clauses</p> <p>Adverbs and modal verbs to indicate degrees of possibility</p>	<p>Active and passive form</p> <p>Subjunctive form</p>

<p>Sentence coherence</p>	<p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Use longer sentences of four to six words</p> <p>Use new vocabulary throughout the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p>	<p>An understanding of what a sentence is.</p> <p>To be able to use simple sentence structures.</p>	<p>An understanding of the 4 forms of a sentence – command, statement, exclamation, question.</p> <p>An understanding of present, past tense & progressive form of verbs and be able to use them mostly correctly.</p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p> <p>Introduce paragraphs Headings Sub headings Subordinate clauses Direct speech Present perfect form of verbs</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p> <p>Paragraphs/sections Dialogue to create character/ move the action on Choice of pronoun/noun to avoid repetition.</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing</p> <p>Cohesive devices within a paragraph Adverbials of time to link ideas across paragraphs</p>	<p>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p> <p>Cohesive devices- repetition of a word/phrase, Adverbials Ellipsis Layout devices (bullets etc)</p>
<p>Word classes</p>			<p>Adjective Adverb Noun Verb</p>	<p>Preposition Conjunction Word family</p>	<p>Determiner Pronoun Possessive pronoun</p>	<p>Consolidation of all taught knowledge.</p>	<p>Consolidation of all taught knowledge.</p>
<p>Proof-reading and editing</p>		<p>For children to have proof-reading modelled to them by the teacher in high quality activities.</p> <p>'Say it, count it, write it, check it'</p>	<p>For children to have proof-reading modelled to them by the teacher in high quality activities.</p> <p>For children to be taught the skill of</p>	<p>Standalone proof-reading and editing sessions feature in the writing journey.</p> <p>Modelling from the teacher for proof-reading and editing.</p>	<p>Standalone proof-reading and editing sessions feature in the writing journey.</p> <p>Modelling from the teacher for proof-reading and editing.</p>	<p>Standalone proof-reading and editing sessions feature in the writing journey.</p> <p>Modelling from the teacher for proof-reading and editing.</p>	<p>Standalone proof-reading and editing sessions feature in the writing journey.</p> <p>Modelling from the teacher for proof-reading and editing.</p>

		<p>approach to proof-reading.</p>	<p>proof-reading in standalone lessons, to increase the successful independent application.</p> <p>HA children will be introduced to editing.</p>	<p>Scaffolded editing tabs/strips.</p> <p>Suggest improvements for own and others' writing.</p>	<p>Children to use editing tabs.</p>	<p>Children to use editing tabs.</p>	<p>Children to independently proof-read and edit, ensuring their work improves from the process.</p>
<p>Spelling</p>	<p>Single sounds and fred talking (linked to RWI).</p>	<p>Plural suffixes 's', 'es'</p> <p>Verb suffixes 'ing, ed, er'</p> <p>Prefix 'un'</p> <p>Common exception words</p> <p>Spelling Appendix</p>	<p>Suffixes 'ness, er, est, ly'</p> <p>Adjectives 'ful, less'</p> <p>Homophones</p> <p>Common exception words</p> <p>Spelling Appendix</p>	<p>Prefixes 'super, anti, auto'</p> <p>Year group word list</p> <p>Spelling Appendix</p>	<p>Year group word list</p> <p>Spelling Appendix</p>	<p>Nouns & adjectives to verbs using suffixes 'ate, ise, ify'</p> <p>Verb prefixes 'dis, de, mis, over, re'</p> <p>Year group word list</p> <p>Spelling Appendix</p>	<p>Informal/formal vocabulary</p> <p>Synonyms & antonyms</p> <p>Year group word list</p> <p>Spelling Appendix</p>