



## The Willows Primary School

### Progression in Writing

#### By the end of Year 6 children will:

- write fluently, confidently, coherently and independently to entertain, inform, discuss and persuade
- write 'as a reader'
- mentally rehearse (and when appropriate, edit) what they will write before writing it
- be developing their own style of handwriting which is legible, fluent and has the correct joins
- be able to write in paragraphs composed of grammatically accurate sentences
- use a range of sentence structures to good effect
- use precise vocabulary to enhance meaning
- use accurate spelling and punctuation
- automatically proof-read writing for sense, grammar, punctuation and spelling
- automatically edit writing to make improvements
- be able to discuss writing using the correct terminology

## HANDWRITING

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> <li>- hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> <li>- write recognisable letters, most of which are correctly formed</li> <li>- form digits 0-9</li> <li>- Begin to form capital letters</li> <li>- Begin to separate words with spaces</li> </ul>	<ul style="list-style-type: none"> <li>- use a correct/ comfortable pencil hold</li> <li>- sit in the correct position</li> <li>- form letters from handwriting families</li> <li>- form lower-case letters with correct direction; start and finish in the right place</li> <li>- form capital letters</li> <li>- separate words with spaces</li> </ul>	<ul style="list-style-type: none"> <li>- form lower-case letters with correct size relative to one another</li> <li>- form capital letters/digits of: correct size; orientation; in relationship to one another; in relationship to lower-case letters</li> <li>- separate words with spacing that reflects the size of the letters.</li> <li>- use diagonal/horizontal strokes to join letters</li> </ul>	<ul style="list-style-type: none"> <li>- use diagonal/ horizontal strokes to join letters</li> <li>- print letters which are best left unjoined</li> <li>- write with legibility/ consistency/ good quality of handwriting (parallel/equidistant downstrokes; sufficient spacing between lines)</li> </ul>	<ul style="list-style-type: none"> <li>- develop own cursive handwriting style</li> <li>- print letters which are best left unjoined</li> <li>- write with legibility/ consistency/ quality of handwriting (parallel/ equidistant downstrokes; sufficient spacing between lines)</li> </ul>	<ul style="list-style-type: none"> <li>- choose shape of a letter to use when given choices, e.g. &amp; and cursive f, x</li> <li>- write legibly, fluently and with increasing speed</li> <li>- choose writing implement best suited for the task</li> </ul>	<ul style="list-style-type: none"> <li>- choose shape of a letter to use when given choices, e.g. &amp; and cursive f, x</li> <li>- write legibly, fluently and with increasing speed</li> <li>- choose writing implement best suited for the task</li> </ul>

## PLANNING AND DRAFTING

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> <li>- say out loud what they are going to write about, e.g. I am going to write a story about a dragon</li> <li>- compose a sentence orally before writing it/ having it transcribed, e.g. Once upon a time ...</li> </ul>	<ul style="list-style-type: none"> <li>- say out loud what they are going to write about e.g. I am going to write a story about a dragon</li> <li>- compose a sentence orally before writing it, e.g. Once upon a time ...</li> </ul>	<ul style="list-style-type: none"> <li>- write down ideas and/or key words including new vocabulary before writing</li> <li>- plan or say out loud what they are going to write about</li> <li>- compose sentences orally before writing them</li> <li>- begin to use a thesaurus and dictionary</li> </ul>	<ul style="list-style-type: none"> <li>- identify and analyse writing similar to that which they are planning to write (e.g. model text) in order to understand and learn from its structure, vocabulary and grammar</li> <li>- discuss and record ideas</li> <li>- compose and rehearse sentences orally (including dialogue)</li> <li>- begin to identify the audience for and purpose of the writing and select the appropriate form (think about formal/informal tone)</li> <li>- use a thesaurus and dictionary</li> </ul>	<ul style="list-style-type: none"> <li>- discuss writing similar to that which they are planning to write (e.g. model text) in order to understand and learn from its structure, vocabulary and grammar</li> <li>- discuss and record ideas</li> <li>- compose and rehearse sentences orally (including dialogue)</li> <li>- identify the audience for and purpose of the writing and select the appropriate form (think about formal/informal tone)</li> <li>- use a thesaurus and dictionary</li> </ul>	<ul style="list-style-type: none"> <li>- identify the audience for and purpose of the writing and select the appropriate form (think about formal/informal tone)</li> <li>- use a range of similar writing as models for their own</li> <li>- note and develop initial ideas, drawing on reading and research where necessary</li> <li>- when planning narrative, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>- when drafting, consider how grammar and vocabulary choices can change and enhance meaning</li> <li>- use a thesaurus and dictionary</li> </ul>	<ul style="list-style-type: none"> <li>- identify the audience for/purpose of the writing and select the appropriate form (think about formal/informal tone and shifting between the two)</li> <li>- use a range of similar writing as models for their own</li> <li>- note and develop initial ideas, drawing on reading/research where necessary</li> <li>- when planning narrative, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</li> <li>- when drafting, consider how grammar and vocabulary choices can change and enhance meaning</li> <li>- use a thesaurus and recognise how words are related by meaning as synonyms and antonyms (e.g. big, little, large)</li> <li>- use a dictionary</li> </ul>

## COMPOSITION

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> <li>- write simple phrases &amp; sentences that can be read by others</li> <li>- use conjunction 'and' to link words together as an equal pair, e.g. I eat peas and carrots</li> <li>- begin to use 'and' to link two ideas within a sentence, e.g. I went to the beach and ate an ice cream (this may be orally/transcribed)</li> </ul>	<ul style="list-style-type: none"> <li>- sequence sentences to form short narratives</li> <li>- use the conjunctions 'and', 'but', 'because' to link two clauses</li> <li>- begin to use expanded noun phrases, e.g. the scary dragon</li> </ul>	<ul style="list-style-type: none"> <li>- write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>- write about real events, recording these simply and clearly</li> <li>- write effectively and coherently for different purposes, drawing on reading to inform vocabulary/grammar</li> <li>- use conjunctions: when, if, that, because, or, but</li> <li>- use expanded noun phrases with a determiner or one or more adjectives to describe/specify</li> </ul>	<ul style="list-style-type: none"> <li>- write for a range of different purposes and audiences - select the appropriate vocabulary and grammar</li> <li>- create settings, characters and plot (narratives)</li> <li>- progressively build a varied and rich vocabulary and use an increasing range of sentence structures</li> <li>- use conjunctions: before, after, while, so</li> <li>- express time using: conjunctions (e.g. when, before, after, while); adverbs (e.g. then, next, soon,); prepositions (e.g. before, after, during)</li> <li>- express place using: conjunctions (e.g. where); adverbs (e.g. here, above, everywhere); prepositions (e.g. in, at, on, near, behind)</li> <li>- express cause using conjunctions (e.g. as, because, if, so); prepositions (e.g. because of)</li> <li>- correct form of 'a' or 'an' before noun phrases</li> <li>- begin to recognise main and subordinate clauses</li> </ul>	<ul style="list-style-type: none"> <li>- write for a range of different purposes and audiences - select the appropriate vocabulary and grammar</li> <li>- create settings, characters and plot (narratives)</li> <li>- progressively build a varied and rich vocabulary and use an increasing range of sentence structures</li> <li>- use conjunctions: before, after, while, so, although</li> <li>- use fronted adverbials which express time, place, cause and/or manner</li> <li>- use noun phrases further expanded by the addition of adjectives and/or prepositional phrases (e.g. the strict maths teacher with curly hair; the dog in the kennel)</li> <li>- recognise main and subordinate clauses</li> </ul>	<ul style="list-style-type: none"> <li>- write for a range of purposes/audiences; select appropriate language that shows good awareness of the reader</li> <li>- describe settings, characters and atmosphere (narrative)</li> <li>- integrate dialogue to convey character and advance the action (narrative)</li> <li>- use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun</li> <li>- use adverbs to indicate degrees of possibility (e.g. perhaps, surely)</li> <li>- use expanded noun phrases to convey complicated information concisely, e.g. <ul style="list-style-type: none"> <li>adverbial phrase at the beginning along with adjectives and a prepositional phrase (e.g. almost all healthy, adult foxes in this area)</li> <li>embedded relative clause (e.g. The lady, who was surely going to spend a fortune, ...)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- write effectively for a range of purposes/audiences; select appropriate language that shows good awareness of the reader</li> <li>- select appropriate form of writing</li> <li>- draw (independently) on what have read as models for own writing</li> <li>- describe settings, characters and atmosphere (narrative)</li> <li>- integrate dialogue to convey character and advance the action (narrative)</li> <li>- use expanded noun phrases to convey complicated information concisely, e.g. <ul style="list-style-type: none"> <li>adverbial phrase at the beginning along with adjectives and a prepositional phrase (e.g. almost all healthy, adult foxes in this area)</li> <li>embedded relative clause (e.g. The lady, who was surely going to spend a fortune, ...)</li> </ul> </li> </ul>

## TEXT STRUCTURE

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> <li>- write short sentences with words with known sound-letter correspondences using a capital letter and full stop</li> </ul>	<ul style="list-style-type: none"> <li>- combine words to make sentences</li> <li>- begin to use different sentence types: statements, questions, exclamations, commands</li> </ul>	<ul style="list-style-type: none"> <li>- use different sentence types: statements, questions, exclamations, commands</li> <li>- begin to use paragraphs as a way to group related material</li> <li>- begin to use headings and subheadings to aid organisation of content (non-narratives)</li> </ul>	<ul style="list-style-type: none"> <li>- use paragraphs as a way to group related material</li> <li>- use headings and subheadings to aid organisation of content (non-narratives)</li> </ul>	<ul style="list-style-type: none"> <li>- use paragraphs to organise ideas around a theme or to change character, time or setting</li> <li>- choose appropriate pronoun/noun within and across sentences to aid cohesion, clarity and avoid repetition</li> <li>- begin to build cohesion within a paragraph: fronted adverbials; pronouns/varied nouns</li> </ul>	<ul style="list-style-type: none"> <li>- build cohesion within a paragraph: fronted adverbials; pronouns/varied nouns</li> <li>- link ideas across paragraphs using: adverbials of time; adverbials of place; adverbials of number; tense choices (e.g. 'he had seen her before')</li> <li>- begin to link ideas across paragraphs: repetition of word/phrase; grammatical connections (e.g. 'on the other hand', 'in contrast' or 'as a consequence'); ellipses</li> </ul>	<ul style="list-style-type: none"> <li>- build cohesion within a paragraph: fronted adverbials; conjunctions; appropriate use of pronouns; varied nouns/synonyms</li> <li>- link ideas across paragraphs: repetition of word/phrase; grammatical connections (e.g. 'on the other hand', 'in contrast' or 'as a consequence'); ellipses</li> <li>- use layout devices to structure text/guide the reader (columns, bullets, tables)</li> </ul>

## PUNCTUATION

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> <li>- begin to sentence demarcation: capital letters, full stops</li> <li>- use a capital letter for their own name</li> </ul>	<ul style="list-style-type: none"> <li>- use capital letters and full stops</li> <li>- begin to use different sentence demarcation, e.g, question marks, exclamation marks</li> <li>- use capital letters for names</li> <li>- use capital letter for personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>- demarcate sentences: full stops, capital letters, exclamation marks, question marks</li> <li>- use commas to separate items in a list</li> <li>- use apostrophes for contracted forms, e.g. can't</li> <li>- use apostrophes for singular possession, e.g. the boy's bag</li> <li>- begin to use apostrophes for plural possession in nouns and understand where it is placed, e.g. the boys' bags</li> </ul>	<ul style="list-style-type: none"> <li>- use inverted commas and other necessary punctuation to punctuate direct speech</li> <li>- use apostrophes for contracted forms, e.g. can't</li> <li>- use apostrophes for singular possession, e.g. the boy's bag</li> <li>- begin to use apostrophes for plural possession in nouns and understand where it is placed, e.g. the boys' bags</li> </ul>	<ul style="list-style-type: none"> <li>- use commas after fronted adverbials</li> <li>- use apostrophes for plural possession (as well as for singular possession and contractions)</li> <li>- use inverted commas and other punctuation to indicate direct speech: comma after reporting clause; end punctuation within inverted commas</li> </ul>	<ul style="list-style-type: none"> <li>- use commas to clarify meaning or avoid ambiguity</li> <li>- use brackets, dashes or commas to indicate parenthesis</li> <li>- use colons to introduce a list; use of semi-colons within lists when there is additional detail, e.g. Under my bed you will find: a half-eaten egg and cress sandwich; a deflated football and a pair of mis-matched shoes.</li> <li>- use bullet points to list information</li> </ul>	<ul style="list-style-type: none"> <li>- use hyphens to avoid ambiguity</li> <li>- use semi-colons, colons or dashes to mark boundaries between independent clauses</li> <li>- use colons to introduce a list; use of semi-colons within lists when there is additional detail, e.g. Under my bed you will find: a half-eaten egg and cress sandwich; a deflated football and a pair of mis-matched shoes.</li> <li>- use bullet points to list information</li> </ul>

**SELECTING APPROPRIATE VOCABULARY AND GRAMMAR (INCLUDING VERB FORM/TENSES)**

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> <li>- orally use past and present tense correctly and consistently</li> </ul>	<ul style="list-style-type: none"> <li>- begin to use past and present tense correctly and consistently</li> <li>- orally use standard English forms for verb inflections instead of local spoken forms ('we were' not 'we was' 'I did' not 'I done')</li> </ul>	<ul style="list-style-type: none"> <li>- use past and present tense correctly and consistently</li> <li>- use progressive form of verbs in the present and past tense</li> <li>- begin to use standard English forms for verb inflections instead of local spoken forms ('we were' not 'we was' 'I did' not 'I done')</li> </ul>	<ul style="list-style-type: none"> <li>- use present perfect form of verbs (e.g. He has gone out to play.)</li> <li>- use standard English forms for verb inflections instead of local spoken forms ('we were' not 'we was' 'I did' not 'I done')</li> <li>- begin to use consistent and correct tense throughout writing</li> </ul>	<ul style="list-style-type: none"> <li>- use correct subject and verb agreement when using singular and plural</li> <li>- use consistent and correct tense throughout writing</li> <li>- begin to use appropriate grammar and vocabulary (to enhance meaning)</li> <li>- begin to use degrees of possibility using modal verbs (e.g. might, should, will, must)</li> </ul>	<ul style="list-style-type: none"> <li>- use appropriate grammar and vocabulary (to enhance meaning)</li> <li>- use degrees of possibility using modal verbs (e.g. might, should, will, must)</li> <li>- begin to use vocabulary and structure typical of informal/formal speech and writing</li> </ul>	<ul style="list-style-type: none"> <li>- select appropriate grammar and vocabulary:                             <ul style="list-style-type: none"> <li>▪ the passive to affect the presentation of information in a sentence</li> <li>▪ modals to suggest degrees of possibility</li> <li>▪ contracted forms in dialogues in narrative</li> </ul> </li> <li>- use vocabulary and structure typical of informal/formal speech and writing</li> <li>- choose the appropriate register when writing (e.g. colloquial language)</li> </ul>

**PROOF-READING & EDIT**

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> <li>- re-read what they have written to check that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>- re-read writing to check it makes sense</li> <li>- discuss writing with teacher/other pupils</li> </ul>	<ul style="list-style-type: none"> <li>- proofread to check for errors in spelling, grammar</li> <li>- re-read to check that: writing makes sense; verbs to indicate time are used correctly and consistently (including continuous form) and punctuation</li> <li>- evaluate writing with teacher/other pupils</li> </ul>	<ul style="list-style-type: none"> <li>- proofread for spelling and punctuation errors and correct tense</li> <li>- assess the effectiveness of own/others' writing and suggest improvements</li> <li>- make changes to grammar and vocabulary to improve consistency</li> </ul>	<ul style="list-style-type: none"> <li>- proofread for spelling, punctuation errors and correct tense</li> <li>- assess the effectiveness of own/others' writing and suggest improvements</li> <li>- make changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>	<ul style="list-style-type: none"> <li>- proofread for spelling, punctuation errors and correct tense</li> <li>- assess the effectiveness of own/others' writing</li> <li>- change vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>	<ul style="list-style-type: none"> <li>- proofread for spelling and punctuation errors and correct tense</li> <li>- assess the effectiveness of own/others' writing</li> <li>- change vocabulary, grammar and punctuation to enhance effects and clarify meaning</li> </ul>

**TERMINOLOGY**

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
letter, capital letter, lower case letter, word, full stop, sentence	letter, capital letter, word, sentence, punctuation, full stop, question mark, exclamation mark, conjunction statement, question, exclamation, command, noun, verb, adjective	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma	adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted comma (or 'speech marks'), noun phrase	determiner, pronoun, possessive pronoun, fronted adverbial, prepositional phrase	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, dialogue, relative clause, embedded relative clause, colon, semi-colon	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points