**Writing Progression Document**



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**Handwriting Skills**

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| **FS1** | **FS2** | **Year1** | **Year2** | **Year3** | **Year4** | **Year5** | **Year6** |
| Development of fine and gross motor1 handed tools, paint and make marksUse a comfortable grip with good control when holding pencils.Show a preference for a dominant hand.Write some letters accurately | Use a range of tools confidentlyBuild core muscle strength to achieve good posture whilst sitting at the tableChildren handle equipment and tools effectively, including pencils for writing, using tripod grip for writing.Develop foundations of handwriting style – fast accurate and efficientForm lower-case and capital letters correctly. | Sit correctly at the table, holding pencil comfortably and correctly.Form lower-case letters and capital letters in the correct direction, starting and finishing in the right place.Sit letters on a lineUnderstand which letters belong to whichHandwriting ‘families ’and practise these.Write digits of the correct size and orientation. | Form lower-case letters of the correct size relative to one another.Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.Write capitals of the correct size, orientation and relationship to one another and to lower case letters.Understand capitals do not join to the next lettersUse spacing between words that reflects the size of the letters.Write digits of the correct size and orientation. | Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that own strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. | Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.Increase the legibility, consistency and quality of handwriting, e.g. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. | Write legibly, fluently, with increasing speed by:Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters.Choosing the writing implement that is best suited for the task. | Write legibly, fluently, with increasing speed by:Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters.Choosing the writing implement that is best suited for the task. |

# Punctuation and Grammar Progression

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| **FS1** | **FS2** | **Year1** | **Year2** | **Year3** | **Year4** | **Year5** | **Year6** |
| Word LevelWrite some or all of their name. | Word LevelSpell words by identifying the sounds and then writing the sound with letter/s | Word LevelRegular plural noun suffixes ‘-s’ or ‘-es’Suffixes (-ing, -ed, -er, -est) that can be added to verbs where no change is needed in the spelling of root words.How the prefix ‘-un’ changes the meaning of verbs and adjectives. | Word LevelFormation of nouns using suffixes such as ‘-ness’, ‘- er’ and by creating compound wordsFormation of adjectives using suffixes such as ‘-ful’ and ‘-less’Use of the suffixes‘-er’,‘-est’ in adjectives The use of the suffix‘- ly’ to turn adjectives into adverbs. | Word LevelFormation of nouns using a range of prefixes.Use of the forms a or an according to whether the next word begins with a consonant or a vowel.Word families based on common words, showing how words are related in form and meaning. E.g.solve/solution. | Word LevelThe grammatical difference between plural and possessive –s.Standard English forms for verb inflections instead of local spoken forms e.g. we were/we was. | Word LevelConverting nouns or adjectives into verbs using suffixese.g.‘-ate’,‘-ise’,‘- ify’ Verb prefixese.g.dis-, de-, mis-, over-, re. | Word LevelThe difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. find out/discover, ask for/request.How words are related by meaning as synonyms and antonyms e.g. big, large, little. |
|  | Sentence LevelWrite short sentences with words with known letter-sound correspondences using a capital letter and full stopRe-read what they have written to check that it makes sense | Sentence LevelHow words can combine to make sentences.Joining words and joining sentences using ‘and’. | Sentence LevelSubordination (using when, if, that, because) and coordination (using or, and, or, but).Expanded noun phrases for descriptions andspecification (e.g. theblue butterfly).How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. | Sentence LevelExpressing the time, place and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore), orprepositions(e.g. before, after,during ,in, because) | Sentence LevelNoun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expandedto: the strict maths teacher with curlyhair).Fronted adverbials (e.g.Later that day, I heard bad news). | Sentence LevelRelative clauses beginning with who, which, where, why, whose, thathave an omitted pronoun.Indicating degrees of possibility using adverbs (e.g.perhaps, surely)or modal verbs (e.g. might, should, will, must). | Sentence LevelUse the passive voice to affect the presentation of information in a sentence.The difference between structures typical of informalspeech andstructures appropriate for formal speech and writing (such as the use of questiontags,e.g. He’s your friend,isn’t he?Or the use of subjunctive forms such as ‘I were’ or ‘Were they tocome ‘ in some very formal writingand speech). |
| **FS1** | **FS2** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |

Text Level – Organisation and coherence

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| **FS1** | **FS2** | **Year1** | **Year2** | **Year3** | **Year4** | **Year5** | **Year6** |
|  | Text LevelUse some of their print and letter knowledge in early writing e.g. writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. | Text LevelSequencing sentences to form short narratives. | Text LevelCorrect choice and consistent use of the present tense and past tense through- out handwriting.Use of the progressive form of verbs in the present and past tense to mark actions in progressHeadings and subheadings to aid presentations. | Text LevelIntroduction to paragraphs as a way to group related material.Headings and subheadings to aid presentations.Use of the present perfect form of verbs instead of the simple past.(e.g.He has gone out to play contrasted with He went out toplay) | Text LevelUse paragraphs to organise ideas around a theme.Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition. | Text LevelDevices to build cohesion within a paragraph (e.g. then, after that, this, firstly).Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly) and tense choice (e.g. he had seen her before). | Text LevelLinking ideas across paragraphs using a wider range of cohesive devices: repetition of word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast) and ellipsis.Layout devices, such as headings, sub headings, columns, bullets, tables, to structure texts |

**Text Level - Punctuation**

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| **FS1** | **FS2** | **Year1** | **Year2** | **Year3** | **Year4** | **Year5** | **Year6** |
|  | PunctuationStart some sentences with a capital letter and finish with a full stop. | PunctuationSeparation of words with spaces.Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.Capital letters for names and the personal pronoun I. | PunctuationUse of capital letters, full stops, question marks and exclamation marks to demarcate sentences.Commas to separate items in a list.Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. | PunctuationIntroduction to inverted commas to punctuate direct speech. | PunctuationUse of inverted commas and other punctuation to indicate direct speech.Apostrophes to mark plural possession.Use of commas after fronted adverbials. | PunctuationBrackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity | PunctuationUse of semi-colon, colon and dash to mark the boundary between independent clauses.Use of the colon to introduce a list and use of the semi- colon within lists. Punctuation of bullet points to list information.How hyphens can be used to avoid ambiguity. |
|  | Terminology* Letter
* Capital letter
* Lower case letter
* Full stop
 | Terminology* Letter, capital letter
* Word, singular, plural
* Sentence
* Punctuation mark ,full stop, question mark, exclamation mark
 | Terminology* noun, noun phrase
* statement, question, exclamation, command
* compound, suffix
* adjective, adverb, verb
* tense(past, present)
* apostrophe, comma
 | Terminology* preposition, conjunction
* word family, prefix
* subordinate clause
* direct speech
* consonant, vowel
* Inverted commas
 | Terminology* determiner
* pronoun, possessive pronoun
* adverbial
 | Terminology* modal verb
* relative pronoun
* relative clause
* parenthesis, bracket, dash
* cohesion, ambiguity
 | Terminology* subject, object
* active, passive
* synonym, antonym
* ellipsis, hyphen, colon,semi-colon, bullet points.
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**Writing Composition**

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| **FS1** | **FSFS2FS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  |  | Plan and Draft writingSay out loud.Compose a sentence orally before writing. | Plan and Draft writingSay out loud what they are going to write about using keywords including new vocab.Building independence in writing correct sentence structures.Brainstorm character and setting ideas using new vocabulary.Identify the plot and expand upon the beginning, middle and end in narrative.In non-narrative material, use simple organisational devices such as headings and sub- headings. | Plan and Draft writingDiscuss writing similar to that which they are planning and explore structure, vocabulary and grammar; record ideasCompose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures.Organise paragraphs around a themeIn narratives, create settings, characters and plot.In non-narrative material, use simple organisational devices such as headings and sub- headings. | Plan and Draft writingIdentify audience and purpose, selecting appropriate form and use other similar writing as a model.In writing narratives, consider how authors have developed characters and settings Select appropriate grammar and vocab, understanding how such choices can change and enhance meaning.Use a wide range of devices to build cohesion within and acrossparagraphs.In narratives, describe settings, characters and atmosphere andintegrate dialogue to convey character and advance the action.Use further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining). |

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| **FS1** | **FS2** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  |  | Evaluate and editRereading to check it makes sense | Evaluate and edit* Evaluating their own writing with the teacher or other pupils.
* Rereading to check it makes sense and that verbs to indicate time are used correctly and

consistently, including verbs in the continuous form* Proof read to check for errors in spelling, grammar and punctuation.
 | Evaluate and edit* Assess the effectiveness of their own and

others’ writing and suggest improvements.* Propose changes to grammar and vocabulary to improve consistency,

including the accurate use of pronouns in sentences.* Proof read for spelling and punctuation errors.

Editing own work – gap in most year groups | Evaluate and edit* Assess the effectiveness of their own and

others’ writing and suggest improvements.* Propose changes to grammar, vocab and punctuation to enhance effects and clarify meaning.
* Ensure the consistent and correct use of tense throughout a piece of writing.
* Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate
* register.
* Proof read for spelling and punctuation errors.
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