**Writing Progression Document**



Table of Contents

|  |  |
| --- | --- |
| Handwriting Progression | 3 |
| Punctuation and Grammar Progression: word level | 4 |
| Punctuation and Grammar Progression: sentence level | 5 |
| Punctuation and Grammar Progression: text level | 6 |
| Punctuation and Terminology Progression | 7 |
| Writing Composition: Planning and Drafting | 8 |
| Writing Composition: Evaluating and Editing | 9 |

**Handwriting Skills**

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| **FS1** | **FS2** | **Year1** | | **Year2** | **Year3** | **Year4** | **Year5** | **Year6** |
| Development of fine and gross motor  1 handed tools, paint and make marks  Use 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 confidently  Build core muscle strength to achieve good posture whilst sitting at the table  Children handle equipment and tools effectively, including pencils for writing, using tripod grip for writing.  Develop foundations of handwriting style – fast accurate and efficient  Form 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 line  Understand which letters belong to which  Handwriting ‘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 letters  Use 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 Level  Write some or all of their name. | | Word Level  Spell words by identifying the sounds and then writing the  sound with letter/s | Word Level  Regular 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 Level  Formation of nouns using suffixes such as ‘-ness’, ‘- er’ and by creating compound words  Formation 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 Level  Formation 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 Level  The 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 Level  Converting nouns or adjectives into verbs using suffixes  e.g.‘-ate’,‘-ise’,‘- ify’ Verb prefixes  e.g.dis-, de-, mis-, over-, re. | Word Level  The 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 Level  Write short sentences with words with known letter-sound  correspondences using a capital letter and full stop  Re-read what they have written to check that it makes sense | | Sentence Level  How words can combine to make sentences.  Joining words and joining sentences using ‘and’. | Sentence Level  Subordination (using when, if, that, because) and coordination (using or, and, or, but).  Expanded noun phrases for descriptions and  specification (e.g. the  blue butterfly).  How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. | Sentence Level  Expressing the time, place and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore), or  prepositions(e.g. before, after,  during ,in, because) | Sentence Level  Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded  to: the strict maths teacher with curly  hair).  Fronted adverbials (e.g.Later that day, I heard bad news). | Sentence Level  Relative clauses beginning with who, which, where, why, whose, that  have an omitted pronoun.  Indicating degrees of possibility using adverbs (e.g.  perhaps, surely)or modal verbs (e.g. might, should, will, must). | Sentence Level  Use the passive voice to affect the presentation of information in a sentence.  The difference between structures typical of informal  speech and  structures appropriate for formal speech and writing (such as the use of question  tags,e.g. He’s your friend,isn’t he?Or the use of subjunctive forms such as ‘I were’ or ‘Were they to  come ‘ in some very formal writing  and 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 Level  Use 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 Level  Sequencing sentences to form short narratives. | Text Level  Correct 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 progress  Headings and subheadings to aid presentations. | Text Level  Introduction 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 to  play) | Text Level  Use paragraphs to organise ideas around a theme.  Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition. | Text Level  Devices 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 Level  Linking 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** |
|  | Punctuation  Start some sentences with a capital letter and finish with a full stop. | Punctuation  Separation 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. | Punctuation  Use 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. | Punctuation  Introduction to inverted commas to punctuate direct speech. | Punctuation  Use of inverted commas and other punctuation to indicate direct speech.  Apostrophes to mark plural possession.  Use of commas after fronted adverbials. | Punctuation  Brackets, dashes or commas to indicate parenthesis. Use of commas to clarify meaning or avoid ambiguity | Punctuation  Use 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. |

**Writing Composition**

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| **FS1** | **FSFS2FS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  |  | Plan and Draft writing  Say out loud.  Compose a sentence orally before writing. | Plan and Draft writing  Say 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 writing  Discuss writing similar to that which they are planning and explore structure, vocabulary and grammar; record ideas  Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures.  Organise paragraphs around a theme  In narratives, create settings, characters and plot.  In non-narrative material, use simple organisational devices such as headings and sub- headings. | | Plan and Draft writing  Identify 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 across  paragraphs.  In narratives, describe settings, characters and atmosphere and  integrate 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 edit  Rereading 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. | |