



Progression of writing skills

	EYF	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Handwriting	● Throughout the year, EYF children will be taught to: ● Create marks using different materials, such as paint and crayons. ● Give meaning to the marks they make when drawing, painting or writing. ● Use mark-making tools with control. ● Draw lines and circles using large scale movements. ● Develop a tripod grip. Write recognisable letters most of which are correctly formed.	Pupils should be taught to: ● Sit correctly at a table, holding a pencil comfortably and correctly. ● Form lower-case letters in the correct direction, starting and finishing in the right place. ● Form capital letters. ● Form digits 0 to 9. ● Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these. By the end of Y2, pupils should be able to: ● Form lower-case letters of the correct size relative to one another. ● Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. ● Lead out of letters in preparation for joining. ● Write capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters. ● Use spacing between words that reflects the size of the letters	Pupils should be taught to: ● Use the 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, (for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).	● Pupils should be taught to: ● Write legibly, fluently, and with increasing speed using a continuous cursive style of handwriting.			
Spelling	Write name. Write short sentences using known letter-sound correspondences.	● Work on spellings for Year 1 and 2 in National Curriculum Appendix 1 including: ● Spell words containing each of the 40+ phonemes taught. (Y1) ● Segment words in to phonemes and represent using plausible graphemes.	● Work on spellings for Year 3 and 4 in National Curriculum Appendix 1 ● Continue to work on homophones	● Work on spellings for Year 5 and 6 in National Curriculum Appendix 1 including: ● Spell words with silent letters.			

	● Spell words by identifying sounds in them and representing the sounds with a letter or letters.	● Spell common exception words. Spell days of the week ● Spell a few common homophones correctly (e.g. here/ hear; to/ two/ too). ● Plurals Simple prefixes and suffixes	insuring that frequently confused ones are regularly practiced (e.g. their/ they're; there) ● Consolidate and build on prefixes and suffixes. Possessive apostrophe (including with plurals)	● Continue to distinguish between homophones and other words which are often confused. ● Use word etymology and morphology identifying links between words and word families to help with spelling (e.g. medical; medicine, medic, medicinal, medication; medicate). ● Use a dictionary to check the spelling of words. Use spellchecking on a computer and understand some of its pitfalls.
Grammar and punctuation	● Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.	● Work on vocabulary, grammar and punctuation in Appendix 2 of the National Curriculum for English, including: ● Regular plural noun suffixes (-s; -es) ● Verb suffixes where the root word is unchanged (-ing; -ed; er) ● Use prefix 'in-' to change meaning of adjectives/ adverbs. Make sure words are separated by spaces. ● Use future, present and past tenses correctly. ● Start to make simple compound sentences and using subordinating conjunctions (e.g. if; when; that; or) ● Capital letters for names and pronoun.	● Work on vocabulary, grammar and punctuation in Appendix 2 of the National Curriculum for English, including: ● Use tenses consistently throughout a piece of writing. ● Use present perfect tense as well as/ in contrast to past tense. ● Identify nouns, verbs and adjectives in sentences. ● Use correct form of 'a' or 'an'. ● Use fronted adverbials. Distinguish between plural and possessive -s in writing ● Use extended noun phrases, including with prepositions, in writing. ● Use nouns, pronouns accurately to avoid repetition and create cohesion in writing.	● Work on vocabulary, grammar and punctuation in Appendix 2 of the National Curriculum for English, including: ● Use relative clauses beginning with 'who', 'which', 'when' etc. ● Verb prefixes. ● Use adverbs and adverbial clauses in writing. ● Distinguish between formal and informal language. ● Use of ellipsis and parenthesis.
Terminology	● letter ● capital letter ● word	● Letter ● capital letter ● Word	● adverb, ● preposition ● conjunction	● modal verb ● relative pronoun ● relative clause,

	● Sentence ● full stop ● finger space.	● Singular ● Plural ● sentence punctuation ● full stop ● question mark ● exclamation mark ● time connective ● noun ● noun phrase ● Statement ● Question ● Exclamation ● Command ● Compound ● Adjective ● Verb ● suffix ● adverb tense (past, present) ● apostrophe ● comma ● bullet points	● word family ● prefix ● clause ● subordinate clause ● direct speech ● Consonant ● consonant letter ● Vowel ● vowel letter ● inverted commas or speech ● marks ● determiner, ● pronoun, ● possessive pronoun, ● adverbial	● parenthesis ● bracket ● Dash ● cohesion ● ambiguity ● subject ● Object ● active voice ● passive voice ● Synonym ● Antonym ● Ellipsis ● Hyphen ● Colon ● semi-colon ●
Contexts	● Child initiated writing (in role, and for purpose) ● Write narratives about personal experiences and those of others (real and fictional) ● Write about real events write poetry ● Write for	● write narratives about personal experiences and those of others (real and fictional) ● write about real events ● write poetry ● write for different purposes	● discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	● identify the audience for and purpose of the writing, ● select the appropriate form ● use other similar writing as models for their own ● in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed

	<i>different purposes</i>			
Planning writing	● <i>Think of, say and write a simple sentence, sometimes using a capital letter and full stop.</i> ● <i>Talk about and respond to stories (rhymes and songs) with actions,</i> ● <i>Recalling key events and innovating (alternate aspect). e.g character, settings, object.</i> ● <i>Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses.</i>	● <i>Say out loud what they are going to write about</i> ● <i>Compose a sentence orally before writing it</i>	● <i>discuss and record ideas</i> ● <i>compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</i>	● <i>note and develop initial ideas, drawing on reading and research where necessary</i>
Drafting writing	● <i>To think of, say and write a simple sentence, sometimes using a capital letter and full stop.</i>	● <i>Re-read what they have written to check that it makes sense</i> ● <i>Discuss what they have written with the teacher or other pupils</i> ● <i>Evaluate their writing with the teacher and other pupils</i> ● <i>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</i> ● <i>Proofread to check for errors in spelling, grammar and punctuation</i>	● <i>Assess the effectiveness of their own and others' writing and suggest improvements</i> ● <i>Make purposeful changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</i> ● <i>Proofread for spelling and punctuation errors</i>	● <i>Assess the effectiveness of their own and others' writing</i> ● <i>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</i> ● <i>Ensure the consistent and correct use of tense throughout a piece of writing</i> ● <i>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the</i>

				language of speech and writing and choosing the appropriate register ● Proofread for spelling and punctuation errors
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