

Writing Progression at Mill Mead



	Oral rehearsal	Sentence structure	Punctuation	Handwriting	Spelling	Impact on Audience and purpose	Cohesion and structure
Nursery	Engage in extended conversations about stories, learning new vocabulary	Write some or all of their name		Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy Write some letters accurately			
Reception ELG	Re-read what they have written	Write simple phrases and sentences that can be read by others Write short sentences with words with known sound-letter correspondence s using a capital letter and full stop	Staff to model use of full stops and capital letters Use a capital letter and full stop Apostrophes: read and understand some contracted words	Write recognisable letters, most of which are correctly formed Form lower case and capital letters correctly	Spell words by identifying sounds in them and representing the sounds with a letter or letters		Match short <div style="border: 1px solid black; width: 80px; height: 30px; margin: 5px 0;"></div> sentences or captions to a series of several pictures

Year 1	<p>Read own writing aloud clearly for others to hear and discuss</p> <p>Orally rehearse sentences and sequence them to form short narratives</p> <p>Use past, present and future accurately in speech and begin to incorporate these in their writing</p>	<p>Join words and clauses with the conjunction “and”</p>	<p>Begin to demarcate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Apostrophes: read and understand contracted word forms</p> <p>Use of capital letters for names and ‘I’</p>	<p>Form many letters and digits correctly, with some difference between upper and lower-case letters</p>	<p>Spell some Y1 common exception words and the days of the week</p> <p>Segment spoken words into phonemes and represent these by graphemes, spelling many words in a phonetically-plausible way</p>	<p>Write sentences within a range of contexts and for both fiction and non-fiction purposes</p>	<p>Sequencing sentences to form short narratives</p> <p>Begin to use coordinating conjunctions to link their sentences</p> <p>Begin to use headings and sub-headings</p> <p>Use spaces between words</p> <p>Begin to use adverbs of time to sequence</p>
Year 2		<p>Use present and past tense mostly correctly and consistently</p> <p>Expanded noun phrases for description and specification</p> <p>Adverbs used to add more detail</p> <p>Recognise and use functions of sentences: statements, questions, commands and exclamation</p>	<p>Demarcate most sentences in their writing with capital letters and full stops, and use question mark and exclamation marks correctly</p> <p>Commas in a list</p> <p>Apostrophes: for contraction and use apostrophes to mark singular possession</p>	<p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>Use spaces between words that reflects the size of the letters</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically-plausible attempts at others</p> <p>Spell many common exception words</p>	<p>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</p> <p>Write about real events, recording these simply and clearly</p>	<p>Use coordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses consistently</p> <p>Group ideas using headings or titles and sub-headings within texts</p> <p>Use a range of time words</p>

		<p>Use of coordination and subordination</p> <p>Present progressive and past progressive tense</p>					
Year 3		<p>Use past and present tense mostly correctly and begin to use other verb forms (e.g. will go, have eaten)</p> <p>Present perfect tense</p> <p>Expanded nouns phrases used for description and specification with increasing accuracy</p> <p>Use of prepositions in phrases</p> <p>Extend range of sentences with more than one clauses using a wider range of conjunctions</p> <p>Use a range of adverbs and</p>	<p>Use speech punctuation correctly when following modeled writing including a use of comma</p> <p>Start to use 'new speaker, new line'</p> <p>Use a range of punctuation taught up to and including Y3 mostly correctly</p> <p>Begin to use apostrophes to mark plural possession</p> <p>Know the grammatical difference between plural and possessive -s</p>	<p>Increase the legibility, consistency and quality of handwriting (e.g. by ensuring that downstrokes of letters are parallel and equidistant)</p> <p>Join letters with diagonal and horizontal strokes where appropriate</p>	<p>Spelling correctly words from learning in previous year groups, and some words from the year 3 / 4 spelling list, using phonic knowledge and other knowledge of spelling such as morphology, to spell words as accurately as possible</p> <p>Spell most common exception words</p>	<p>Write for a range of real purposes and audiences, beginning o develop an awareness of appropriate language and form (e.g. letter; report writing)</p> <p>Create settings, characters and plot in narrative</p>	<p>Group ideas around a theme and separate these using paragraphs</p> <p>Use conjunctions, adverbs and prepositions for cohesion and to add detail</p> <p>Begin to use a range of adverbs and adverbial phrases to begin sentences</p> <p>Begin to choose appropriate pronouns for clarity, cohesion and to avoid repetition</p> <p>Choose appropriate headings and sub-headings as an aid to presentation and</p>

		adverbial phrases to add information within a sentence and also at the start of sentences					structure
Year 4		<p>Use past and present tenses correctly, and include a wider range of verb forms (e.g. we were going; they have been)</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Extending range of sentences with more than one clause by using a wider range of conjunctions</p> <p>Used a range of fronted adverbials and include a comma after these</p>	<p>Use speech punctuation correctly most of the time</p> <p>Commas to mark fronted adverbials</p> <p>Begin to use commas to mark the boundary between subordinate clauses when fronted</p> <p>Consistent use of 'new speaker, new line'</p> <p>Use a range of punctuation taught up to and including year 4 mostly correctly</p> <p>Use apostrophes to mark plural possession</p> <p>Know the grammatical</p>	<p>Write legibly and with increasing fluency, paying attention to size and spacing</p> <p>Maintain the use of joined handwriting throughout independent writing</p>	<p>Spell correctly words form learning in previous year groups, and most words from the year 3 / 4 spelling list, and use phonics and morphology to spell words, beginning to use a dictionary to check spellings</p>	<p>Write for a range of purposes and audiences with an increasing awareness of appropriate language and form (e.g. description of a school event, poetry to evoke feelings)</p> <p>Create setting, characters and plot in narrative</p> <p>Use vocabulary and grammatical structures to communicate ideas for the give audience and purpose (e.g. use a range of sentences and begin to vary the position of clauses within a sentence)</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause)</p>

			difference between plural and possessive -s				
Year 5		<p>Use verb tenses consistently and correctly throughout most of their writing •</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</p> <p>Use of adverbs to indicate possibilities of degrees</p> <p>Use a range of conjunctions and adverbials to link, compare and contrast and extend ideas, information and</p>	<p>Use a range of punctuation taught up to and including Y5 mostly correctly (e.g. commas separating clauses; punctuation for parenthesis)</p> <p>Ellipsis for omissions or shift in mood</p> <p>Use of brackets, dashes or commas for parenthesis</p> <p>Use of commas to avoid ambiguity or to clarify meaning</p> <p>Begin to use semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Begin to use colon to introduce a list</p>	Write legibly, fluently and with increasing speed	<p>Spell correctly words from learning in previous year groups, and some words from the year 5 / 6 spelling list, using known spelling strategies and dictionaries to check the spelling of uncommon or more ambitious vocabulary</p>	<p>Write for a range of purposes and audiences, and mostly select language that shows good awareness of the reader (e.g. clarity of explanations; appropriate level of formality in speech writing)</p> <p>In narratives, describe setting, characters and atmosphere</p> <p>Begin to convey character and advance the action through dialogue, maintaining balance of speech and description</p> <p>Select vocabulary and grammatical structures that are suitable for the audience and purpose (e.g. correct</p>	<p>Recognise paragraphing as a tool to aid cohesion. Consciously decide when to begin a new paragraph with consideration of impact the audience</p> <p>Use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions; adverbials of time and place; pronouns; synonyms), in much of their writing</p> <p>Use tenses to link ideas</p> <p>Begin to use bullet pointed lists</p>

		events Use of modal verbs to indicate possibility	and semi-colons within lists Begin to use hyphens to avoid ambiguity			sentence types; tenses; range of verb forms; relative clauses)	
Year 6		<p>Use verb tenses consistently and correctly throughout their writing</p> <p>Expended noun phrases to convey complicated information concisely with conscious consideration of the impact on audience</p> <p>Selective level of formality</p> <p>Use a variety of simple, compound and complex sentences where appropriate according</p> <p>Use of modal verbs to indicate possibility</p> <p>Use of passive</p>	<p>Use the range of punctuation taught at key stage 2 correctly and with consideration of the impact on the audience</p>	<p>Maintain legibility in joined handwriting when writing at speed</p>	<p>Spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p>	<p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</p> <p>In narratives, describe settings, characters and atmosphere</p> <p>Integrate dialogue in narratives to convey character and advance the action</p>	<p>Vary the length of paragraphs for impact and effect on the audience, consciously choosing when to start and end paragraphs with this impact in mind</p> <p>Use a wider range of devices to build cohesion (conjunctions, repetition, adverbials, sentence structure, pronouns, synonyms) within and across paragraphs</p> <p>Recognise and use a range of punctuation as a cohesive tool across texts</p>

		<p>voice to affect the presentation of information of a sentence</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p> <p>Use subjunctive forms of verbs to show level of formality</p>				<p>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</p>	
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Terminology for pupils	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p><i>Examples:</i> <i>author, illustrator,</i> <i>top line, bottom</i> <i>line, first letter, last</i> <i>letter,</i> <i>trigraph, label</i></p> <p><i>[Also see the 'HfL</i> <i>Guided Reading</i> <i>Booklet for YR-KS1'</i> <i>for full list of</i> <i>recommended terms]</i></p>	<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence , punctuation, full stop, question mark, exclamation mark</p>	<p>Noun, noun phrase, statement, question, exclamation, question, command, compound, suffix, adverb, verb, tense (past and present), apostrophe, comma</p>	<p>Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</p>	<p>Determiner, pronoun, possessive pronoun, adverbial</p>	<p>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi colon, bullet points</p>