

Buttsbury Primary School Writing Progression Document

EYFS	Autumn	Spring	Summer
	<p>Physical skills</p> <ul style="list-style-type: none"> • Move with confidence in a range of ways with ability to control gross movements. • Negotiate space successfully. • Draw lines and circles using gross motor movements. • Ability to use one handed tools and equipment, such as scissors. • Hold pencil between thumb and two fingers. • Hold pencil correctly and with good control. • Able to copy some letters, especially letters from own name. <p>Self-regulation skills</p> <ul style="list-style-type: none"> • Able to choose their own equipment they need for a task. <p>Writing</p> <ul style="list-style-type: none"> • Make marks on their picture to stand for their name/other words which they give meaning to. • Begin to form lower case and capital letters correctly. • Write own name. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list 	<ul style="list-style-type: none"> • Physical skills • Experiment with different types of movements. • Refining a range of physical actions. • Handling tools, objects and malleable materials with increasing control. • Show a preference for a dominant hand. • Begin to show anticlockwise movements and retrace vertical lines. • Begin to form recognisable letters. • Hold a pencil and use it effectively to form recognisable letters, especially those in their own name. <p>Self-regulation skills</p> <ul style="list-style-type: none"> • Choose resources they need for a given activity. • Say when they do/do not need help. <p>Writing</p> <ul style="list-style-type: none"> • Use phonic knowledge to write words in ways that match their spoken sounds. • Write some common irregular words. • Write simple sentences that can be read. • Able to write some small, familiar words correctly and able to make phonetically plausible attempts at longer words. • Write from left to right on the paper. 	<p>Physical skills</p> <ul style="list-style-type: none"> • Use a range of small tools such as scissors, paintbrushes and cutlery. • Use a tripod grip in almost all cases. • Begin to show accuracy and care when drawing. • Able to use pencil for writing fluently. <p>Self-regulation skills</p> <ul style="list-style-type: none"> • Set and work towards simple goals. • Give focussed attention to what the teacher says. • Able to follow instructions involving several ideas or actions. <p>Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or group of letters. • Able to write simple phrases and sentences that can be read by others.

that starts at the top of the page; writing 'm' for mummy.

- Able to represent the written word writing/making marks from left to right on the paper.
- Segment and blend the sounds in simple words and naming sounds.
- Spell some CVC words by identifying the sounds and then writing the sounds with letters.
- Begin to use full stops and capital letters.

- Re-read what they have written to check it makes sense.

Early Learning Goals

ELG: Fine Motor Skills Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

ELG: Self-Regulation Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;

ELG: Writing Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Handwriting

- Begin to form lower case letters in the correct direction,
- Form capital letters and
- Form digits 0 - 9.

Year 1	Transcription	Handwriting	Composition	Vocabulary, grammar and punctuation
	<ul style="list-style-type: none"> • words containing each of the 40+ phonemes already taught • common exception words • the days of the week • name the letters of the alphabet: • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes: • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • Begin to form lower case letters in the correct direction, • Form capital letters and • Form digits 0 - 9. 	<ul style="list-style-type: none"> • write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read their writing aloud, clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> • develop their understanding of the concepts set out in English appendix 2 by: • leaving spaces between words • joining words and joining clauses using ‘and’ • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ • learning the grammar for year 1 in English appendix 2 • use the grammatical terminology in English English appendix 2 in discussing their writing

Year 2	Transcription	Handwriting	Composition	Vocabulary, grammar and punctuation
	<ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	<ul style="list-style-type: none"> • Form lower-case letters of the correct size, • Start to join letters where appropriate to the above requirements and • Write capital letters and digits of the correct size. 	<ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by: • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes • consider what they are going to write before beginning by: • planning or saying out loud what they are going to write about • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation (for 	<ul style="list-style-type: none"> • develop their understanding of the concepts set out in English appendix 2 by: • learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify [for example, the blue butterfly] • the present and past tenses correctly and consistently, including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • the grammar for year 2 in English appendix 2 • some features of written Standard English • use and understand the grammatical terminology in English appendix 2 in discussing their writing

			<p>example, ends of sentences punctuated correctly)</p> <ul style="list-style-type: none">• read aloud what they have written with appropriate intonation to make the meaning clear	
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Year 3	Sentence Structure	Text Structure	Punctuation	Composition
	<ul style="list-style-type: none"> • Vary sentence structure by expressing time and cause using: • Conjunctions (<i>so, when, before, after, while, because</i>) • Adverbs (<i>then, next, therefore, soon</i>) • Prepositions (<i>before, during, after, in, because of</i>) • Adverbials of time, place and manner (<i>at midnight, over the hill</i>) • Consistently use the past/present tense including irregular forms. • Use a or an appropriately. • Recognise simple and compound sentences, identifying the main clauses. • Recognise personal pronouns. 	<ul style="list-style-type: none"> • Correct use of tenses throughout a piece of writing. • Experiment with adjectives to create impact. • Use paragraphs as a way to group related material. • Use headings and subheadings to aid presentation. • Use of the present perfect form of verbs instead of the simple past i.e. <i>He has gone out to play</i> instead of <i>He went out to play</i>. 	<ul style="list-style-type: none"> • Use inverted commas to punctuate direct speech. 	<ul style="list-style-type: none"> • Use original similes • Set a mood • Write an opening to grab the reader • Use onomatopoeia • Use sentences of three e.g. He opened the door, rushed down the path and jumped over the gate • Create double adjective sentences e.g. The small, plump woman bustled through the colourful, noisy market • Create double more/less sentences e.g. The more he waited, the more his stomach churned • Use powerful verbs for action • Add adjectives of condition e.g. rusty • Add adverbs of manner (speech and action) • Describe through specific detail

				<ul style="list-style-type: none"> • Write in third person limited (from one person's point of view)
Handwriting				
<ul style="list-style-type: none"> • Know which adjacent letters must be joined and • Increase the legibility, consistency and quality of their handwriting. 				
Editing				
<ul style="list-style-type: none"> • Spelling mistakes corrected (HFWs, homophones, prefixes/suffixes) • Tense consistency • Punctuation (CL, full stops, commas in lists and inverted commas) • Up level basic conjunctions to extend sentences; adjectives and noun phrases; verbs for action and adverbs 				

Year 4	Sentence Structure	Text Structure	Punctuation	Composition
	<ul style="list-style-type: none"> Vary sentence structure using different openers (e.g. using subordinate clauses: <i>Rooted to the spot/Stumbling through the trees</i>) Use fronted adverbials (<i>Tears trickling down his face, James closed the door behind him. Later that day, I heard the bad news. Shaking with rage, she banged on the door</i>) Make appropriate choices of pronouns or nouns in sentences to avoid ambiguity or repetition, including to identify possessive pronouns. Expanded noun phrases by the addition of modifying adjectives, nouns and prepositional <i>phrases</i> (e.g. <i>'the teacher' expanded to 'the strict Drama teacher with curly hair'</i>). Identify determiners within a sentence. Use complex sentences in writing, identifying the subordinate clause. 	<ul style="list-style-type: none"> Use adverbs to express frequency (e.g. <i>often</i>) and manner (e.g. <i>loudly</i>). Recognise that that not all adverbs end in -ly. Use adjectival phrases i.e. 'biting cold wind'. Consistently use 1st, 2nd and 3rd person correctly. Consistent use of paragraphs. Appropriate choice of noun or pronoun, within and across sentences to aid cohesion and avoid repetition. Use conjunctions to link paragraphs (<i>however/on the other hand etc</i>) 	<ul style="list-style-type: none"> Use commas to mark clauses. Use of inverted commas to punctuate direct speech. Use apostrophes for marking plural possession, being able to identify the difference between a plural and possession. Use commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>) Use of inverted commas and other speech punctuation to indicate direct speech (e.g. a comma used after the reporting clause: <i>The conductor shouted, "Sit down!"</i>) 	<ul style="list-style-type: none"> Build an image Use metaphor Show emotion in writing Add emotion starters e.g. <i>Ecstatic, she waved her exam results in the air</i> Use '3_ed' sentences e.g. <i>Confused, worried and bewildered, they peered through the trees</i> Address questions directly to the reader (when, where, why, who, what, would, was, will, how, what if) e.g. <i>Would you have agreed to such a thing?</i> Use powerful verbs for speech Add more exact adjectives for colours e.g. <i>russet</i> Add ing and ed adjectives e.g. <i>the swooping seagull</i> Remember the 'show don't tell' rule
Handwriting				

- Know which adjacent letters must be joined and
- Increase the legibility, consistency and quality of their handwriting.

Editing

- Corrections to statutory Year 3/4 spelling words
- Tense consistency
- Punctuation (CL including proper nouns, commas after fronted adverbials and to mark pauses and direct speech, apostrophes)

Year 5	Sentence Structure	Text Structure	Punctuation	Composition
	<ul style="list-style-type: none"> • Add phrases to make sentences more detailed and precise (e.g. the extremely poisonous dragon, run as fast as possible, fast-growing fortune.) • Use a range of sentence openers consistently, considering their effect. • Link clauses in sentences using a range of subordinating and coordinating conjunctions. • Use relative clauses beginning with who, which, where, whose or an omitted relative pronoun. • Indicate degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs (surely, perhaps). • Use verb phrases to create subtle differences (e.g. She began to run/He might have been). • Vary the position of a clause within complex sentences. • Use a full range of sentence structures. 	<ul style="list-style-type: none"> • Use pronouns to avoid repetition. • Use basic Standard English i.e. agreement between verb and noun, consistency of tense, avoid double negatives. • Use devices to build cohesion within a paragraph. • Link ideas across paragraphs using adverbials of time (later), place (nearby) and number (secondly). • Consistently organise writing into paragraphs. 	<ul style="list-style-type: none"> • Use direct and reported speech. • Use brackets, dashes or commas to indicate parenthesis. • Use commas to clarify meaning and avoid ambiguity. 	<ul style="list-style-type: none"> • Use personification for mood e.g. The sea whispered against the sand • Add ed-ing-ly starters • Create '3 If' sentences e.g. If you can offer some time, if you are sociable, if you would like to help others, then call today. • Add embedded adverbials e.g. She banged on the door, shaking with rage, and waited. • Use rhetorical sentences • Use asides to the reader • Write in third person omniscient (an all-knowing narrator not only reports the facts but may also interpret events and relate the thoughts and feelings of any character) • Hide details from the reader • Foreshadow events • Build tension • Use adjectives of taste e.g. bitter

	<ul style="list-style-type: none"> • Understand and recognise active and passive voice. 			<ul style="list-style-type: none"> • Use repetition to engage the reader • Use contrast within and beyond sentences e.g. Out of the dirty, ramshackle house walked the gleaming silver robot
Handwriting				
<ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed. • Choose the writing implement that is best suited for a task. 				
Editing				
<ul style="list-style-type: none"> • Corrections and use of Year 5/6 statutory spelling words • Commas to separate clauses • Direct speech and dialogue punctuation • Ensuring a variety of sentence types/lengths for effect • Purposeful up levelling of vocabulary • Correct use of a relative pronouns 				

Year 6	Sentence Structure	Text Structure	Punctuation	Composition
	<ul style="list-style-type: none"> • Use more than one subordinate clause successfully in a complex sentence. • Sentence construction manipulated and constructed to add meaning and create subtle changes such as the use of speculative and • hypothetical • language. • Use the passive voice to effect the presentation of information in a sentence (<i>e.g. 'I broke the window in the greenhouse' versus 'The window in the greenhouse was broken by me'</i>). • Expanded noun phrases to convey complicated information concisely (<i>e.g. The fact that it was raining meant it was the end of Sports Day.</i>) • Understand the structures typical of both formal and informal speech and the use of the subjunctive in some very formal writing and speech (<i>e.g. If he were to be successful, the matter would be resolved</i>) 	<ul style="list-style-type: none"> • Use entirely consistent language linked to the 1st, 2nd and 3rd person. • Link ideas across paragraphs using a wide range of cohesive devices: • Semantic cohesion – repetition of a word or phrase. • Grammatical connections – i.e. the use of adverbials such as 'on the other hand', 'in contrast to'. • Ellipsis – omission of a word or phrase. • Use of layout devices such as headings, subheadings, columns, bullet points or tables to structure text. • Paragraphs are coherently organised. • Use paragraphs to signal change in time, scene, action, mood or person. • Use the perfect form of verbs for effect. 	<ul style="list-style-type: none"> • Use a full range of punctuation correctly, matched to genre. • Use colons and dashes to mark the boundary between independent clauses (description then details) <i>e.g, It's raining: I'm fed up. Chickens are great pets: they are friendly and entertaining to watch</i> and semi-colons (to contrast) <i>e.g. I like coffee; Jack prefers tea.</i> • Use of a colon to introduce a list and semi-colons used within lists. • Punctuation of bullet points to list information. • Recognise how hyphens can be used to avoid ambiguity (<i>e.g. man eating shark versus man-eating shark or recover versus re-cover</i>) 	<ul style="list-style-type: none"> • Use symbolism in stories and poetry • Use assonance • Use consonance • Use hyperbole <i>e.g. It is clearly the ultimate in bathroom cleaners.</i> • Make use of flashbacks • Write in third person multiple (several points of view) • Establish and maintain a theme <i>e.g. loneliness</i> • Use adjectives of smell <i>e.g. acrid</i> • Create a subtle mood

Handwriting

- Write legibly, fluently and with increasing speed.
- Choose the writing implement that is best suited for a task.

Editing

- Accuracy of Year 5/6 spellings
- Accuracy of the full range of (higher order) punctuation
- Up level genre specific vocabulary
- Correct shifts in formality (contracted forms, passive voice, subjunctive)
- Correct use of cohesion (repetition, pronouns, adverbials of time and place, language for effect)