



Sky Primary and Eden Project Nursery Writing Progression

3-4 year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Development Matters statements (non-statutory curriculum guidance for EYFS to be used during the year). Elements of Speaking will contribute to writing. Understand the five key concepts about print: print has meaning; print can have different purposes; we read English text from left to right and from top to bottom;	Development Matters statements (non-statutory curriculum guidance for EYFS to be used during the year). Elements of Fine Motor Skills and Speaking will contribute to writing. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.	Composition: Purpose and Audience					
		Choose to write for a variety of purposes and in a variety of contexts (secure from Foundation Stage). Compose sentences orally and in writing. Sequence sentences to form a short narrative or piece of information writing. Use basic descriptive language. Re-read and check writing makes sense.	WTS: Write sentences that are sequenced to form a short narrative (real or fictional). EXS: Write simple, coherent narratives about personal experiences and those of others (real or fictional). EXS: Write about real events, recording these simply and clearly. [From Y2 PoS: this is an expectation for all pupils.] GDS: Write effectively and coherently for	Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing. Write using a rich and varied vocabulary. In narrative, create simple settings, characters and plot. Begin to use direct speech within narratives. Use paragraphs as a way of grouping related material.	Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing. Write using a rich and varied vocabulary. Write narratives with a clear plot, and describe settings and characters. Make effective choices about using direct speech within narratives. Use paragraphs to organise ideas around a	Write for a range of purposes and audiences, selecting language that shows some awareness of the reader (e.g. simplifying vocabulary for a young audience; maintaining impersonal language in a more formal information text). In narratives, describe settings, characters and begin to develop atmosphere ('show not tell').	WTS: Write for a range of purposes. EXS: 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). [From Y6 PoS: this must include examples of more formal writing.] GDS: Write effectively for a range of purposes and



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<p>the names of the different parts of a book; page sequencing.</p> <p>Use some of their print and letter knowledge in their early writing. For example, write a pretend shopping list that starts at the top of the page; write 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> <p>ELG: Writing (to be used as end of year assessment statements).</p> <p>Children at the expected level of development will:</p> <p>Write recognisable letters, most of which are correctly formed;</p>		<p>different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.</p> <p>GDS: Make simple additions, revisions and proof-reading corrections to their own writing.</p>	<p>Evaluate the effectiveness of writing and suggest improvements.</p> <p>Proofread for spelling and punctuation (See Y3 age-related expectations for accuracy).</p>	<p>theme, e.g. making use of topic sentences in non-narrative.</p> <p>Use pronoun and nouns within and across sentences to aid cohesion and avoid repetition.</p> <p>Evaluate the effectiveness of writing and suggest improvements.</p> <p>Proofread for spelling and punctuation (see Year 4 age-related expectations for accuracy).</p>	<p>Use dialogue in narratives to convey character or advance the action.</p> <p>Use a range of devices to build cohesion within and across paragraphs: secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition; link ideas using adverbials of time, place and number; link ideas using tense choices (e.g. <i>he had seen her before</i> instead of <i>he saw her before</i>).</p> <p>Make choices in drafting and revising writing,</p>	<p>audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure).</p> <p>WTS: In narratives, describe settings and characters.</p> <p>EXS: In narratives, describe settings, characters and atmosphere.</p> <p>EXS: Integrate dialogue in narratives to convey character and advance the action.</p>
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	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>Write simple phrases and sentences that can be read by others.</p>					<p>showing understanding of how these enhance meaning.</p> <p>Proofread for spelling, punctuation and grammatical errors (e.g. subject/verb agreement, tense use).</p>	<p>WTS: Use paragraphs to organise ideas.</p> <p>WTS: In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).</p> <p>EXS: Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</p> <p>From PoS: Make choices in drafting and revising writing, showing</p>
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							<p>understanding of how these enhance meaning.</p> <p>From PoS: Proof read for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).</p>
		Grammar					
		<p>Combine words to form grammatically accurate sentences.</p> <p>Join words and clauses using 'and'.</p>	<p>EXS: Use present and past tense mostly correctly and consistently. [From Y2 PoS: including use of the progressive form of verbs.]</p> <p>EXS: Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that /</p>	<p>Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so, because, although).</p> <p>Add detail and precision through expanding noun phrases using pre-modification</p>	<p>Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so, because, although).</p> <p>Add detail and precision through expanding noun phrases (modification before the</p>	<p>Select appropriate grammar and vocabulary to change and enhance meaning:</p> <p>use a range of verb forms, particularly the perfect, to mark relationships of time and cause;</p> <p>use modals and adverbs to</p>	<p>EXS: Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogue in narrative; using passive verbs to affect how information is presented;</p>



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			<p>because) to join clauses.</p> <p>From PoS: Add description and specification through the use of expanded noun phrase.</p> <p>From PoS: Write different types of sentences – statements, commands, questions and exclamatory sentences.</p>	<p>(secure and extend from Year 2).</p> <p>Use present and past tense correctly, including use of present perfect instead of the simple past.</p> <p>Express time, place, cause and enhance cohesion using adverbs (soon, therefore, finally) and prepositions, including prepositional phrases (during the night, before breakfast, because of the rain).</p>	<p>noun and prepositional phrases after the noun).</p> <p>Make accurate use of present and past tense including simple, progressive and perfect forms (secure from Year 2 and 3).</p> <p>Use Standard English verb inflections, instead of local dialect forms (we were instead of we was; I did instead of I done).</p> <p>Express time, place, cause and enhance cohesion using adverbs and adverbials, sometimes fronted,</p>	<p>indicate possibility;</p> <p>convey complicated information concisely by using pre- and post-modification of nouns, including relative clauses; and,</p> <p>use a range of clause structures, sometimes varying their position within the sentence for effect (secure and extend from Year 4).</p>	<p>using modal verbs to suggest degrees of possibility).</p> <p>EXS: Use verb tenses consistently and correctly throughout their writing.</p> <p>GDS: Distinguish between the language of speech and writing and choose the appropriate register.</p> <p>GDS: Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</p>
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					including prepositional phrases (e.g. <i>therefore, soon, finally, before dark, during break, in the cave, because of Fred</i>).		
		Punctuation					
		<p>Demarcate many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).</p> <p>Use capital letters for names and the personal pronoun 'I'.</p>	<p>WTS: Demarcate some sentences with capital letters and full stops.</p> <p>EXS: Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.</p> <p>GDS: Use the punctuation taught at KS1 mostly correctly.</p>	<p>Demarcate sentences accurately throughout using capital letters, end punctuation and commas in lists (secure from Y2).</p> <p>Use inverted commas to punctuate direct speech.</p> <p>Use apostrophes for contraction and singular possession correctly (secure from Year 2).</p>	<p>Demarcate sentences accurately throughout using capital letters, end punctuation and commas in lists (secure from Y2).</p> <p>Use commas after fronted adverbials.</p> <p>Use inverted commas and other punctuation to indicate direct speech accurately.</p> <p>Use apostrophes</p>	<p>Demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech (secured from Year 4).</p> <p>Indicate parenthesis using brackets, commas or dashes.</p> <p>Use punctuation to ensure meaning is</p>	<p>WTS: Use ... mostly correctly: capital letters, full stops, question marks, commas for lists and apostrophes for contraction.</p> <p>EXS: Use the range of punctuation taught at KS2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).</p> <p>GDS: Use the range of</p>



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					correctly (contraction, singular and plural possession).	clear, particularly commas for clarity.	punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.
		Transcription					
		Use phonic knowledge and skills from FS and Year 1 to spell phonemically regular words correctly and make phonically-plausible attempts at others. Spell many Year 1 common exception words.	WTS: Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others. EXS: Segment spoken words into phonemes and represent these by	Spell correctly words that have been previously taught, including... common exception words from KS1; previously taught homophones; and, those with known prefixes and suffixes. Use and spell correctly many words from the	Spell correctly words that have been previously taught, including... common exception words from KS1; previously taught homophones; and, those with known prefixes and suffixes. Use and spell correctly most words from the	Spell correctly words that have been previously taught, including... common exception words from KS1; Year 3/4 statutory words; and, previously taught homophones. Use and spell correctly most words from the	WTS: Spell correctly most words from the Year 3/4 spelling list and some words from the Year 5/6 spelling list. EXS: Spell correctly most words from the Year 5/6 spelling list and use a dictionary to check the spelling of uncommon or



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		<p>Spell many words with simple suffixes and prefixes correctly ('un', singular and plural 's' and 'es', verb endings 'ed', 'ing' and 'er', 'est').</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters and digits 0-9.</p> <p>Separate words with spaces.</p>	<p>graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>WTS: Spell some common exception words.</p> <p>EXS: Spell many common exception words.</p> <p>GDS: Spell most common exception words.</p> <p>GDS: Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -ly).</p> <p>WTS: Form lower-case letters in the</p>	<p>Year 3/4 spelling list.</p> <p>Use phonic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly.</p> <p>Use joined up writing consistently and independently.</p>	<p>Year 3/4 spelling list.</p> <p>Use phonic knowledge and morphology to make good attempts at, and check the spelling of, unknown words.</p> <p>Use joined up writing consistently, independently and fluently.</p>	<p>Year 5/6 spelling list.</p> <p>Make good attempts at, and check the spelling of, some uncommon or more ambitious vocabulary.</p> <p>Maintain legibility in joined handwriting when writing at speed.</p>	<p>more ambitious vocabulary.</p> <p>WTS: Write legibly.</p> <p>EXS: Maintain legibility in joined handwriting when writing at speed.</p>
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			<p>correct direction, starting and finishing in the right place.</p> <p>WTS: Form lower-case letters of the correct size relative to one another in some of their writing.</p> <p>EXS: Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>GDS: Use the diagonal and horizontal strokes needed to join some letters.</p> <p>WTS: Use spacing</p>				
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			between words. EXS: Use spacing between words that reflects the size of the letters.				
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