

# Progression of Writing Skills

## Writing



### EYFS Progression Document

#### Early Years Foundation Stage Aims:

The Early Years Foundation Stage (EYFS) sets the standards that all early year's providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- Quality and consistency in all early year's settings, so that every child makes good progress, and no child gets left behind.
- A secure foundation through planning for the learning and development of each individual child, assessing and reviewing what they have learnt regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring every child is included and supported.

Writing	Pre-School					
	Enjoys drawing / mark making freely.  Begin to add marks to their drawings.	Distinguishes between the different marks they make.	Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves.  Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.	Includes mark making and early writing in their play.	Begin to write first letter in their name.	Copies some or all of their name.  Write some letters accurately.

## Reception

<p>Copies their name.</p> <p>Write initial sounds</p> <p>Discuss the marks they make, e.g. "this is a car".</p> <p>Say the initial sound of a word.</p> <p>Orally segment CVC.</p>	<p>Write their name.</p> <p>Use the correct letter formation of taught letters</p> <p>Write words and labels using taught sounds.</p> <p>Write taught Phase 2 sounds (s a t p i n m d g o c k c k e u r h b f f l l s s).</p> <p>Write taught Phase 3 sounds (j v w x y z z z a u c h s h t h n g a i e e i g h o o o o o o).</p> <p>Attempts to write their name using some letters.</p> <p>Write initial and final sounds of words.</p>	<p>Form lower-case letters correctly.</p> <p>Write Phase 2 sounds.</p> <p>Spell words using taught sounds.</p> <p>Spell some taught tricky words correctly.</p> <p>Begin to write sentences using fingers spaces.</p> <p>Begin to write CVC words using taught sounds.</p> <p>Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</p>	<p>Form lower-case letters correctly and begin to form capital letters.</p> <p>Begin to use finger spaces and full stops.</p> <p>Spell words using taught sounds.</p> <p>Spell some taught tricky words correctly.</p> <p>Write taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z a u c h s h t h n g a i e e i g h o o o o o o a r o r u r o w o i e a r a i r e r)</p> <p>Write Phase 2 tricky words.</p> <p>Orally compose a simple sentence.</p> <p>Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats.</p>	<p>Form lower-case and capital letters correctly.</p> <p>To begin to write longer words which are spelt phonetically.</p> <p>Begin to use capital letters at the start of a sentence.</p> <p>Use finger spaces and full stops when writing a sentence.</p> <p>To spell some taught tricky words correctly.</p> <p>To begin to read their work back.</p> <p>Write taught Phase 2 and 3 sounds (s a t p i n m d g o c k c k e u r h b f l f l l s s j v w x y z z z a u c h s h t h n g a i e e i g h o o o o o o a r o r u r o w o i e a r a i r e r)</p> <p>Write Phase 3 tricky words.</p> <p>Write words using Phase 2/3 graphemes.</p> <p>Write captions/simple sentences using Phase 2/3 graphemes.</p>	<p>Form lower-case and capital letters correctly.</p> <p>Begin to write longer words and compound words which are spelt phonetically.</p> <p>Write sentences using a capital letter, finger spaces and full stops.</p> <p>Spell some taught tricky words correctly</p> <p>Read their work back and check it makes sense.</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <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>Secure in phase 2 and 3 phonics.</p>
--	---	---	--	---	--	---

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

transcription (spelling and handwriting)

composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils' competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

## **Key Stage 1 - Year 1**

Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly.

	<b>TRANSCRIPTION</b>	<b>COMPOSITION</b>
<b>Year 1</b>	<p>Spelling - see English appendix 1</p> <p>Pupils should be taught to:</p> <p>spell:</p> <p>words containing each of the 40+ phonemes already taught</p> <p>common exception words</p> <p>the days of the week</p> <p>name the letters of the alphabet:</p> <p>naming the letters of the alphabet in order</p> <p>using letter names to distinguish between alternative spellings of the same sound</p> <p>add prefixes and suffixes:</p> <p>using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p> <p>using the prefix un-</p> <p>using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for</p>	<p>write sentences by:</p> <p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p> <p>discuss what they have written with the teacher or other pupils</p> <p>read their writing aloud, clearly enough to be heard by their peers and the teacher</p>

example, helping, helped, helper, eating, quicker, quickest]  
apply simple spelling rules and guidance, as listed in English appendix 1

write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

### **Handwriting**

Pupils should be taught to:

sit correctly at a table, holding a pencil comfortably and correctly

begin to form lower-case letters in the correct direction, starting and finishing in the right place

form capital letters

form digits 0-9

understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

## **Key Stage 1 - Year 2**

In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down. They should be able to spell many of the words covered in year 1 correctly - see English appendix 1. They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, establishing good handwriting habits from the beginning.

It is important to recognise that pupils begin to meet extra challenges in terms of spelling during year 2. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

	<b>TRANSCRIPTION</b>	<b>COMPOSITION</b>
<b>Year 2</b>	Spelling - see English appendix 1 Pupils should be taught to:  spell by: 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	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

	<p>learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>distinguishing between homophones and near-homophones</p> <p>add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly</p> <p>apply spelling rules and guidance, as listed in English appendix 1</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</p> <p><b><u>Handwriting</u></b></p> <p>Pupils should be taught to:</p> <p>form lower-case letters of the correct size relative to one another</p> <p>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</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>use spacing between words that reflects the size of the letters</p>	<p>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</p> <p>proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</p> <p>read aloud what they have written with appropriate intonation to make the meaning clear</p> <p>Writing - vocabulary, grammar and punctuation</p> <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in English appendix 2 by:</p> <p>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)</p> <p>learn how to use:</p> <p>sentences with different forms: statement, question, exclamation, command</p> <p>expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>the present and past tenses correctly and consistently, including the progressive form</p> <p>subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p>the grammar for year 2 in English appendix 2</p> <p>some features of written Standard English</p> <p>use and understand the grammatical terminology in English appendix 2 in discussing their writing</p>
--	---	--

## Lower Key Stage 2 - Year 3 and 4

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt - see English appendix 1. Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.

	<b>TRANSCRIPTION</b>	<b>COMPOSITION</b>
<b>Lower Key Stage 2 Year 3 and 4</b>	<p><u>Spelling</u> - see English appendix 1 Pupils should be taught to:</p> <p>use further prefixes and suffixes and understand how to add them - see English appendix 1 spell further homophones spell words that are often misspelt - see English appendix 1 place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first 2 or 3 letters of a word to check its spelling in a dictionary</p>	<p>plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 organising paragraphs around a theme in narratives, creating settings, characters and plot</p>



write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

### **Handwriting**

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]

in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

evaluate and edit by:

assessing the effectiveness of their own and others' writing and suggesting improvements

proposing changes to grammar and vocabulary to improve

consistency, including the accurate use of pronouns in sentences

proofread for spelling and punctuation errors

read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

### **Writing - vocabulary, grammar and punctuation**

Pupils should be taught to:

develop their understanding of the concepts set out in English appendix 2 by:

extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although

using the present perfect form of verbs in contrast to the past tense

choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

using conjunctions, adverbs and prepositions to express time and cause

using fronted adverbials

learning the grammar for years 3 and 4 in [English appendix 2]/government/uploads/system/uploads/attachment\_

		<p>data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)</p> <p>indicate grammatical and other features by:</p> <p>using commas after fronted adverbials</p> <p>indicating possession by using the possessive apostrophe with plural nouns</p> <p>using and punctuating direct speech</p> <p>use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading</p>
--	--	--

## Upper Key Stage 2- Year 5 and 6

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.

By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject-specific vocabulary. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

	<b>TRANSCRIPTION</b>	<b>COMPOSITION</b>
<b>Upper Key Stage 2 Year 5 and 6</b>	<p><u>Spelling</u> - see English appendix 1 Pupils should be taught to:</p> <ul style="list-style-type: none"><li>use further prefixes and suffixes and understand the guidance for adding them</li><li>spell some words with 'silent' letters [for example, knight, psalm, solemn]</li><li>continue to distinguish between homophones and other words which are often confused</li><li>use knowledge of morphology and etymology in spelling and understand that the spelling of</li></ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>plan their writing by:</li><li>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</li><li>noting and developing initial ideas, drawing on reading and research where necessary</li><li>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</li><li>draft and write by:</li></ul>

	<p>some words needs to be learnt specifically, as listed in English appendix 1</p> <p>use dictionaries to check the spelling and meaning of words</p> <p>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>use a thesaurus</p> <p><b><u>Handwriting and presentation</u></b></p> <p>Pupils should be taught to:</p> <p>write legibly, fluently and with increasing speed by:</p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task</p>	<p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>précising longer passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p>evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>proofread for spelling and punctuation errors</p> <p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p> <p><b><u>Writing - vocabulary, grammar and punctuation</u></b></p> <p>Pupils should be taught to:</p> <p>develop their understanding of the concepts set out in English appendix 2 by:</p> <p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p>
--	--	--

		<p>using passive verbs to affect the presentation of information in a sentence</p> <p>using the perfect form of verbs to mark relationships of time and cause</p> <p>using expanded noun phrases to convey complicated information concisely</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p> <p>using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p> <p>learning the grammar for years 5 and 6 in English appendix 2</p> <p>indicate grammatical and other features by:</p> <p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>using hyphens to avoid ambiguity</p> <p>using brackets, dashes or commas to indicate parenthesis</p> <p>using semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>using a colon to introduce a list</p> <p>punctuating bullet points consistently</p> <p>use and understand the grammatical terminology in English appendix 2 accurately and appropriately in discussing their writing and reading</p>
--	--	---