



**ENGLISH: WRITING
PROGRESSION GRID**

Writing Progression Grid Document

EYFS	Three & Four year olds	Reception	ELG
Literacy	<p>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; write 'm' for mummy.</p> <p>Write some letters accurately.</p>	<p>Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>Form lower case and capital letters correctly.</p> <p>Re-reads what he/she has written to check that it makes sense</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Spells words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</p> <p>Writes simple phrases and sentences that can be read by others (ELG)</p>
Physical Development	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Shows a preference for a dominant hand.</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Hold a pencil effectively in preparation for fluent writing –using the tripod grip in most all cases.</p>



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Communication and Language	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Use longer sentences of four to six words.</p>	<p>Learn new vocabulary.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
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	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
GRAMMATICAL TERMINOLOGY (VOVABULARY)	letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present) apostrophe, comma	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas (or 'speech marks')	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points



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PHONICS & WHOLE WORD SPELLING

Spell:
 words containing each of the 40+ phonemes taught
 common exception words
 the days of the week
 name the letters of the alphabet in order
 using letter names to distinguish between
 alternative spellings of the same sound
 using the spelling rule for adding -s or -es as the plural marker for nouns
 Use the third person singular marker for verbs
 Use the prefix un- Use -ing, -ed, -er and -est where no change is needed in the spelling of root words
 Apply simple spelling rules and guidance from Appendix 1
 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

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
 distinguishing between homophones and near-homophones
 learning the possessive apostrophe (singular)
 learning to spell more words with contracted forms
 add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
 apply spelling rules and guidelines from Appendix 1
 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

use further prefixes and suffixes and understand how to add them (English Appendix 1)
 spell further homophones
 spell words that are often misspelt (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 two or three letters of a word to check its spelling in a dictionary
 write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

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use further prefixes and suffixes and understand the guidance for adding them
 spell some words with 'silent' letters (for example, knight, psalm, solemn)
 continue to distinguish between homophones and other words which are often confused
 use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
 use dictionaries to check the spelling and meaning of words
 use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
 use a thesaurus.

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HANDWRITING	<p>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' and to practise these</p>	<ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another 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 write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters use spacing between words that reflects the size of the letters. 	<p>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</p> <p>increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).</p>	<p>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</p> <p>increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).</p>	<p>write legibly, fluently and with increasing speed by: 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>write legibly, fluently and with increasing speed by: 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>
CONTEXT FOR WRITING		<p>writing narratives about personal experiences and those of others (real and fictional)</p> <p>writing about real events</p> <p>writing poetry</p> <p>writing for different purposes</p>	<p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	<p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	<p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>
PLANNING WRITING	<p>Plan writing by: saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p>	<p>Plan writing by: planning or saying out loud what they are going to write about</p>	<p>Plan writing by: discussing and recording ideas</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>Plan writing by: discussing and recording ideas</p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>Plan writing by: noting and developing initial ideas, drawing on reading and research where necessary</p>	<p>Plan writing by: noting and developing initial ideas, drawing on reading and research where necessary</p>



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DRAFTING WRITING

sequencing sentences to form short narratives
re-reading what they have written to check that it makes sense

writing down ideas and/or key words, including new vocabulary
encapsulating what they want to say, sentence by sentence

organising paragraphs around a theme in narratives, creating settings, characters and plot
in non-narrative material, using simple organisational devices (headings & subheadings)

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draft and write by:
selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
precising longer passages using a wide range of devices to build cohesion within and across paragraphs
using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)

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EDITING WRITING	<p>Edit writing by: Discussing what they have written with the teacher or other pupils</p>	<p>Edit 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</p>	<p>Edit writing 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</p>	<p>Edit writing 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</p>	<p>Edit writing by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors</p>	<p>Edit writing by: assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors</p>
PERFORMING WRITING	<p>read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<p>read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>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</p>	<p>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</p>	<p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>	<p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>
VOCABULARY	<p>leaving spaces between words joining words and joining clauses using "and"</p>	<p>expanded noun phrases to describe and specify</p>	<p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause (and place)</p>	<p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>use a thesaurus use expanded noun phrases to convey complicated information concisely use modal verbs or adverbs to indicate degrees of possibility</p>	<p>use a thesaurus use expanded noun phrases to convey complicated information concisely use modal verbs or adverbs to indicate degrees of possibility</p>



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GRAMMAR	<p>regular plural noun suffixes (-s, -es) verb suffixes where root word is unchanged (-ing, -ed, -er) un- prefix to change meaning of adjectives/adverbs to combine words to make sentences, including using and Sequencing sentences to form short narratives separation of words with spaces sentence demarcation (. ! ?) capital letters for names and pronoun 'I')</p>	<p>sentences with different forms: statement, question, exclamation, command the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and coordination (using or, and, or but) some features of written Standard English suffixes to form new words (-ful, -er, -ness) sentence demarcation commas in lists apostrophes for omission & singular possession</p>	<p>using the present perfect form of verbs in contrast to the past tense form nouns using prefixes (super-, anti-) use the correct form of 'a' or 'an' word families based on common words (solve, solution, dissolve, insoluble)</p>	<p>using fronted adverbials • difference between plural and possessive -s Standard English verb inflections (I did vs I done) extended noun phrases, including with prepositions appropriate choice of pronoun or noun to create cohesion</p>	<p>using the perfect form of verbs to mark relationships of time and cause using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun converting nouns or adjectives into verbs verb prefixes devices to build cohesion, including adverbials of time, place and number</p>	<p>recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause differences in informal and formal language synonyms & Antonyms further cohesive devices such as grammatical connections and adverbials use of ellipsis</p>
PUNCTUATION	<p>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'</p>	<p>learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p>	<p>using and punctuating direct speech (i.e. Inverted commas)</p>	<p>using commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns using and punctuating direct speech (including punctuation within and surrounding inverted commas)</p>	<p>using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis</p>	<p>using hyphens to avoid ambiguity using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently</p>