

## English: Writing Progression Grid

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Sentence Structure</b>	<p><b>Pupils can:</b> Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'</p> <p>Use a wider range of vocabulary.</p> <p>Use longer</p>	<p><b>Pupils can:</b> Articulate ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of conjunctions.</p> <p>Use new vocabulary throughout the day.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems</p>	<p><b>Pupils can:</b> Use simple sentence structures.</p> <p>Use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>Begin to form simple compound sentences.</p>	<p><b>Pupils can:</b> Use the present tense and the past tense mostly correctly and consistently.</p> <p>Form sentences with different forms: statement, question, exclamation, command.</p> <p>Use some features of written Standard English.</p> <p>Use co-ordination (or/and/but).</p> <p>Use some subordination (when/if/that/because)</p>	<p><b>Pupils can:</b> Try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>Use 'a' or 'an' correctly throughout a piece of writing.</p> <p>Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and</p>	<p><b>Pupils can:</b> Always maintain an accurate tense throughout a piece of writing.</p> <p>Always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p> <p>Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p>	<p><b>Pupils can:</b> Use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>Ensure the consistent and correct use of tense throughout all pieces of writing.</p> <p>Use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g.</p>	<p><b>Pupils can:</b> Ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p> <p>Use the subjunctive form in formal writing.</p> <p>Use the perfect form of verb to mark relationships of time and cause.</p> <p>Use the passive voice.</p> <p>Use question tags in informal</p>



	<p>sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>	<p>when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Develop social phrases.</p>		<p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>	<p>although. Use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p>	<p>Expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>Consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p>	<p>secondly). Use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.</p>	<p>writing.</p>
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		Use new vocabulary in different contexts.						
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<b>Punctuation</b>	<b>Pupils can:</b>	<b>Pupils can:</b> Write short sentences with words with known letter-sound correspondences and are encouraged to use a capital letter and a full stop.	<b>Pupils can:</b> Use capital letters for names, places, the days of the week and the personal pronoun 'I'.  Use finger spaces.  Use full stops to end sentences.  Begin to use question marks and exclamation marks.	<b>Pupils can:</b> Use the full range of punctuation taught at key stage 1 mostly correctly including:  capital letters, full stops, question marks and exclamation marks;  commas to separate lists;  apostrophes to mark singular possession and contractions.	<b>Pupils can:</b> Use the full range of punctuation from previous year groups.  Punctuate direct speech accurately, including the use of inverted commas.	<b>Pupils can:</b> Use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.  Consistently use apostrophes for singular and plural possession.	<b>Pupils can:</b> Use commas consistently to clarify meaning or to avoid ambiguity.  Use brackets, dashes or commas to indicate parenthesis.	<b>Pupils can:</b> Use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.
	<b>EYFS</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Text Structure and Organisation</b>	<b>Pupils can:</b>	<b>Pupils can:</b> Write short sentences with words with known letter-sound correspondences using a capital letter and a full	<b>Pupils can:</b> Use a number of simple features of different text types and to make relevant choices about subject matter and	<b>Pupils can:</b> Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.	<b>Pupils can:</b> Demonstrate an increasing understanding of purpose and audience by discussing writing similar to that	<b>Pupils can:</b> Write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout	<b>Pupils can:</b> Consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate	<b>Pupils can:</b> Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on



		stop.	appropriate vocabulary choices.	<p>Use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>Make deliberate ambitious word choices to add detail.</p> <p>Begin to create settings, characters and plot in narratives.</p>	<p>devices).</p> <p>Write a range of narratives that are well- structured and well-paced.</p> <p>Create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>Begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p>structure, organisation and layout devices for a range of audiences and purposes.</p> <p>Describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>Regularly use dialogue to convey a character and to advance the action.</p> <p>Perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>Distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>Select vocabulary and grammatical structures that reflect what the writing requires (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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<b>Composition and Effect</b>	<p><b>Pupils can:</b></p> <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 or all of their name.</p> <p>Write some letters accurately.</p> <p>Develop storylines in their pretend play.</p>	<p><b>Pupils can:</b></p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Invent, adapt and recount narratives and stories with peers and teachers.</p>	<p><b>Pupils can:</b></p> <p>Say out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p> <p>Sequence sentences to form short narratives.</p> <p>Use adjectives to describe.</p>	<p><b>Pupils can:</b></p> <p>Write narratives about personal experiences and those of others (real and fictional).</p> <p>Write about real events.</p> <p>Write simple poetry.</p> <p>Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p>	<p><b>Pupils can:</b></p> <p>Begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>Begin to organise their writing into paragraphs around a theme.</p> <p>Compose and rehearse sentences orally (including dialogue).</p>	<p><b>Pupils can:</b></p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p>	<p><b>Pupils can:</b></p> <p>Plan their writing by 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><b>Pupils can:</b></p> <p>Note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>Use a wide range of devices to build cohesion within and across paragraphs.</p>



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Revising and Editing	<p><b>Pupils can:</b></p>	<p><b>Pupils can:</b> Re-read what they have written to check it makes sense.</p>	<p><b>Pupils can:</b> Discuss what they have written with the teacher or other pupils.</p> <p>Reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>Read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<p><b>Pupils can:</b> Encapsulate what they want to say, sentence by sentence.</p> <p>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>Reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>Proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>	<p><b>Pupils can:</b> Proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p>	<p><b>Pupils can:</b> Proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>	<p><b>Pupils can:</b> Consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>Proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>Consistently link ideas across paragraphs.</p> <p>Proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p><b>Pupils can:</b> Habitually proofread for spelling and punctuation errors.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>

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<b>Performance and Presentation</b>	<p><b>Pupils can:</b></p> <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>Shows a preference for a dominant hand.</p> <p>Write some letters accurately.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>	<p><b>Pupils can:</b></p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Form lower case and capital letters correctly.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all</p>	<p><b>Pupils can:</b></p> <p>Write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Form digits 0-9.</p> <p>To understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</p>	<p><b>Pupils can:</b></p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Form lower case letters of the correct size, relative to one another.</p> <p>Use spacing between words that reflects the size of the letters.</p> <p>Begin to use the diagonal and horizontal strokes needed to join letters.</p>	<p><b>Pupils can:</b></p> <p>Use a neat, joined handwriting style with increasing accuracy and speed.</p> <p>Continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p>	<p><b>Pupils can:</b></p> <p>Increase the legibility, consistency and quality of their handwriting [e.g. by ensuring that the down strokes 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>Confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>	<p><b>Pupils can:</b></p> <p>Increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.</p> <p>Be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p> <p>Confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p>	<p><b>Pupils can:</b></p> <p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;</li> <li>- choosing the writing implement that is best suited for a task.</li> </ul> <p>Recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>



	<p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</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>cases.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>						
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