

Litton Church of England Primary School

Writing Progression Grid



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition and effect	ELG Literacy - Write a simple sentence that can be read by themselves and others.	Orally compose and write a sentence. Write sentences that can be read by themselves and others.	<i>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</i>	Begin to plan and draft for a range of purposes and audiences. Begin to write settings, characters and plot.	Characters are conveyed through action, dialogue and emotion. Write effectively for a range of purposes and audiences	Use dialogue to reveal character and atmosphere. Writes effectively for a range of purposes using appropriate features e.g. first person diary, direct address in instructions and persuasive writing.	<i>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) In narratives, describe settings, characters and atmosphere</i>
Text structure and organisation	ELG C&L - They verbally develop their own narratives and explanations by connecting ideas and events. ELG EA&D - They represent their own ideas through verbal stories.	Sequence events to form a short narrative.	<i>Write about real events, recording these simply and clearly</i>	Use simple organisational devices in non-narrative- headings and subheadings. Begin to use paragraphs around a theme.	Non-narrative writing has a clear purpose, and relevant information e.g. <i>structure and subheadings</i> Narratives include a clear structure, setting and plot. Paragraphs are used to organise information around a theme.	Starting to link paragraphs with a range of cohesive devices. Use a range of presentational devices including use of title, subheading and bullet points.	<i>integrate dialogue in narratives to convey character and advance the action</i> <i>use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</i>
Sentence construction	ELG C&L - They speak in full, coherent sentences.	Leave spaces between words. Join clauses using 'and'.	<i>Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</i>	Begin to use conjunctions (if, because, when) to construct sentences. Use a range of devices to express time and cause.	Composes sentences using a range of sentence structures Starting to use a range of devices to build cohesion e.g. <i>fronted adverbials of time, place and manner, pronouns to avoid repetition.</i> Uses a wider range of subordinating conjunctions e.g. <i>as although, since while</i>	Start sentences using a variety of openers e.g. time conjunctions, verbs, adjectives, subordinate conjunctions, expanded noun phrases. Begin to use passive verb forms. Uses modal verbs.	<i>select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (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)</i>

<p style="text-align: center;">Language</p>	<p>ELG Literacy - Children use their phonic knowledge to write words in ways that match that spoken sounds. ELG C&L - Use past, present and future forms accurately when talking about events that have happened or will happen.</p>	<p>Know how and use the prefix 'un' can be added to change meaning. Use the suffixes: 's', 'es', 'ed' and 'ing' within writing. Name the letters of the alphabet in the right order.</p>	<p><i>Use present and past tense mostly correctly and consistently</i></p>	<p>Use past and present tense mostly correctly. Use a varied and rich vocabulary including alliteration, similes and metaphors, expanded noun phrases for detail and description.</p>	<p>Accurate and consistent use of tense used. Select vocabulary for effect including technical vocabulary. For detail and description, expand noun phrases before and after the noun with prepositional or adverbial phrases.</p>	<p>Creates effects in writing using figurative language. Select vocabulary to match the purpose and audience (formal and informal). Start to use a variety of tenses where appropriate.</p>	<p><i>use verb tenses consistently and correctly throughout their writing</i></p>
<p style="text-align: center;">Punctuation</p>		<p>Use a capital letter for the pronoun 'I' Use a capital letter to start a sentence. Use a full stop to end a sentence. Use finger spaces to separate words. Use question marks when required (writing questions).</p>	<p><i>Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</i></p>	<p>Begin to correctly demarcate sentences FS, ?, ! as appropriate. Begin to use inverted commas to demarcate speech. Begin to use commas in lists. Begin to use apostrophes for contraction. Begin to use possessive apostrophe for single and plural nouns. Begin to edit punctuation errors.</p>	<p>Sentences demarcated correctly including g FS, ? ! as appropriate Commas mostly used for fronted adverbials Inverted commas and punctuation within them correctly used. Commas in list. Consistently use apostrophes for contraction. Consistently use possessive apostrophe for single and plural nouns. Edits, drafts to ensure meaning and impact is clear</p>	<p>Uses (mostly correctly): Commas, within clauses, to clarify meaning Dashes Brackets Uses hyphens. Uses colons to introduce lists.</p>	<p><i>use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)</i></p>
<p style="text-align: center;">Spelling</p>	<p>ELG Literacy Write some irregular common words. Spell words in a phonetically plausible way.</p>	<p>Spell using the 40+ phonemes and make phonetically plausible attempts at words. Spell the common exception words. Spell the first 100 HFW Spell the days of the week. Spell simple compound words.</p>	<p><i>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others Spell many common exception words</i></p>	<p>Spells some words correctly (year 3 and 4) spelling further homophones. Edits spelling errors.</p>	<p>Spells most words correctly (Year 3 and 4)</p>	<p>Spells all Y3 and 4 words correctly. Spells some Y5 and 6 words correctly. Spell some homophones from Y5/6 spelling appendix. Use the hyphen to join a prefix to a root e.g. re-enter.</p>	<p><i>spell correctly most words from the year 5 / year 6 spelling list,* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</i></p>

Handwriting	ELG PD Handle pencils appropriately for writing. Show good control of small movements.	Sit at a table and hold a pencil for writing. Form digits 0-9 Form capital letters Form all lower case letters accurately. Most letters sit on the line correctly.	<i>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</i> <i>Use spacing between words that reflects the size of the letters</i>	Can write mainly in joined handwriting.	Consistently maintains legibility in joined handwriting.	Legible writing consistently applied through a piece of writing.	<i>maintain legibility in joined handwriting when writing at speed.²</i>
Greater depth		Writing is controlled and maintains the correct tense and person. Writing is ended effectively rather than just 'stopping'. Ascenders and descenders are clear Evidence of simple joins. Use of question marks and exclamation marks. Use of a range of conjunctions other than 'and' to link ideas. Evidence of more complex story language. Evidence of correct use of graphemes from phoneme family.	<i>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</i> <i>Make simple additions, revisions and proofreading corrections to their own writing</i> <i>Use the punctuation taught at key stage 1 mostly correctly</i> <i>Spell most common exception words</i> <i>Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)</i> <i>Use the diagonal and horizontal strokes needed to join some letters</i>	A variety of writing, including cross curricular writing shows evidence of: <ul style="list-style-type: none"> • Deliberate choice of language, grammatical structures, presentational devices and punctuation. • Independent control of a range of text types and genres. • Pupil drawing independently on their reading as models for writing. • Self -editing and improvement. 			<i>write effectively for a range of purposes and 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</i> <i>distinguish between the language of speech and writing³ and choose the appropriate register</i> <i>exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</i> <i>use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.[^]</i>