



Eccleston Primary School - Writing Progression

National Curriculum English - Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

EYFS –see Development Matters 2021 for detailed examples of how to support learning in EYFS

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.



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Area of EYFS	Birth – 3 Year Olds	3-4 Year olds	Children in Reception	EYFS Framework (by the end of Reception)
Literacy Writing	<ul style="list-style-type: none"> Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name. 	<ul style="list-style-type: none"> 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; writing 'm' for mummy. Write some or all of their name. Write some letters accurately 	<ul style="list-style-type: none"> Form lower-case and capital letters correctly Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. 	<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sounds with a letter or letters Write simple phrases and sentences that can be read by others.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Writing Composition	Pupils should be taught as RECEPTION AND: <ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher 	Pupils should be taught as Year 1 AND: <ul style="list-style-type: none"> 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: 	Pupils should be taught as Year 2 AND: <p>Plan their writing by:</p> <ul style="list-style-type: none"> Reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions. Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing. Discussing and recording ideas for planning. 	Pupils should be taught as Year 3 AND: <p>Plan their writing by:</p> <ul style="list-style-type: none"> Reading and analysing narrative, non-fiction and poetry in order to plan and write their own. Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing. Discussing and recording ideas for planning e.g. <i>story</i> 	Pupils should be taught as Year 4 AND: <p>Plan their writing by:</p> <ul style="list-style-type: none"> Identifying the audience and purpose Selecting the appropriate language and structures. Using similar writing models. Noting and developing ideas. Drawing on reading and research. Thinking how authors develop characters and 	Pupils should be taught as Year 5 AND: <p>Plan their writing by:</p> <ul style="list-style-type: none"> Identifying audience and purpose. Choose appropriate text-form and type for all writing. Selecting the appropriate language and structures. Drawing on similar writing models, reading and research. Using a range of planning approaches e.g. <i>storyboard</i>, <i>story mountain</i>,



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		<ul style="list-style-type: none"> 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 re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> Creating and developing settings for narratives. Creating and developing characters for narrative. Creating and developing plots based on a model. Generating and selecting from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type. Grouping related material into paragraphs. Using headings and sub headings to organise information. Evaluate, and edit by: Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing. Discussing and proposing changes with partners and in small groups. Improving writing in the light of evaluation. Perform their own compositions by: 	<p><i>mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</i></p> <p>Draft and write by:</p> <ul style="list-style-type: none"> Developing settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. Planning and writing an opening paragraph which combines the introduction of a setting and character/s. Organising paragraphs in narrative and non-fiction. Linking ideas within paragraphs e.g. fronted adverbials for <i>when</i> and <i>where</i>. Generating and select from vocabulary banks e.g. <i>powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration</i> appropriate to text type. 	<p>settings (in books, films and performances).</p> <p>Draft and write by:</p> <ul style="list-style-type: none"> Selecting <i>appropriate</i> grammar and vocabulary. Blending action, dialogue and description within and across paragraphs. Using devices to build cohesion (see VGP column). Using organisation and presentational devices e.g. <i>headings, sub headings, bullet points, diagrams, text boxes.</i> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Assessing the effectiveness of own and others' writing in relation to audience and purpose. Suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning. 	<p><i>discussion group, post-it notes, ICT story planning.</i></p> <p>Draft and write by:</p> <ul style="list-style-type: none"> Selecting <i>appropriate</i> vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact. Introducing and developing characters through blending action, dialogue and description within sentences and paragraphs e.g. <i>Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair"</i> Using devices to build cohesion. Deviating narrative from linear or chronological sequence e.g. <i>flashbacks, simultaneous actions, time-shifts.</i> Combining text-types to create
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			<ul style="list-style-type: none"> Using appropriate intonation, tone and volume to present their writing to a group or class. 	<ul style="list-style-type: none"> Evaluate and edit by: Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing. Discussing and proposing changes with partners and in small groups. Improving writing in light of evaluation Perform own compositions for different audiences Use appropriate intonation, tone and volume to present their writing to a range of audiences. 	<ul style="list-style-type: none"> Ensuring consistent and correct use of tense throughout a piece of writing. Ensuring consistent subject and verb agreement. Proofreading for spelling and punctuation errors. Perform own compositions for different audiences: Using appropriate intonation and volume. Adding movement. Ensuring meaning is clear. 	<p>hybrid texts e.g. <i>persuasive speech</i>.</p> <ul style="list-style-type: none"> Evaluating, selecting and using a range of organisation and presentational devices for different purposes and audiences. Finding examples of where authors have broken conventions to achieve specific effects and using similar techniques in own writing – e.g. <i>repeated use of 'and' to convey tedium, one word sentence</i>. Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. <i>rhetorical questions, direct address to the reader</i>. Use active and passive voice to achieve intended effects e.g. <i>in formal reports, explanations and mystery narrative</i>. <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Reflecting upon the effectiveness of writing in relation to
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						<p>audience and purpose, suggesting and making changes to enhance effects and clarify meaning.</p> <ul style="list-style-type: none"> • Proofreading for grammatical, spelling and punctuation errors. • Evaluate and improve performances of compositions focusing on: <ul style="list-style-type: none"> • Intonation and volume. • Gesture and movement. • Audience engagement.
<p>Writing</p> <p>Vocabulary, Grammar and Punctuation</p>	<p>Pupils should be taught as RECEPTION AND:</p> <ul style="list-style-type: none"> • Leave spaces between words • join words and joining clauses using and • 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' • learn the grammar for year 1 	<p>Pupils should be taught as Year 1 AND:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in English Appendix 2 by: • 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 	<p>Pupils should be taught as Year 2 AND:</p> <ul style="list-style-type: none"> • Explore and identify main and subordinate clauses in complex sentences. • Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, while, since, after, before, so, although, until, in case.</i> • Identify, select, generate and effectively use prepositions for 	<p>Pupils should be taught as Year 3 AND:</p> <ul style="list-style-type: none"> • Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i> • Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i> • Create sentences with fronted 	<p>Pupils should be taught as Year 4 AND:</p> <ul style="list-style-type: none"> • Create complex sentences by using relative clauses with pronouns <i>who, which, where, whose, when, that</i> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The robberies, which had taken place over the past month, remained unsolved.</i> 	<p>Pupils should be taught as Year 5 AND:</p> <ul style="list-style-type: none"> • Manipulate sentences to create particular effects. • Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility,</i>



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		<p>the possessive (singular)</p> <ul style="list-style-type: none"> learn how to use: sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 - NC some features of written Standard English use and understand the grammatical terminology in English Appendix 2 (NC) in discussing their writing. 	<p>where e.g. <i>above, below, beneath, within, outside, beyond.</i></p> <ul style="list-style-type: none"> Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, eventually.</i> Use inverted commas to punctuate direct speech (speech marks). Use perfect form of verbs using <i>have</i> and <i>had</i> to indicate a completed action e.g. <i>I have washed my hands. We will have eaten our lunch by the time Dad arrives. Jack had watched TV for over two hours!</i> Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box.</i> Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary. Explore and collect words with prefixes <i>super, anti, auto.</i> 	<p>adverbials for <i>where</i> e.g. <i>In the distance, a lone wolf howled.</i></p> <ul style="list-style-type: none"> Use commas to mark clauses in complex sentences. Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i> Identify, select and effectively use pronouns. Explore, identify, collect and use noun phrases e.g. <i>The crumbly cookie with tasty marshmallow pieces melted in my mouth.</i> Explore, identify and use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>we was. I was</i> instead of <i>I were, I did</i> instead of <i>she seen it.</i> Use apostrophes for singular and plural possession e.g. <i>the</i> 	<ul style="list-style-type: none"> Create and punctuate complex sentences using ed openers. Create and punctuate complex sentences using ing openers. Create and punctuate complex sentences using simile starters. Demarcate complex sentences using commas and explore ambiguity of meaning. Explore, collect and use modal verbs to indicate degrees of possibility e.g. <i>might, could, shall, will, must.</i> Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, subsequently.</i> Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly.</i> Identify and use brackets and dashes 	<p><i>alternatively, as a consequence.</i></p> <ul style="list-style-type: none"> Use devices to build cohesion between paragraphs in narrative e.g. <i>in the meantime, meanwhile, in due course, until then.</i> Use ellipsis to link ideas between paragraphs. Identify and use colons to introduce a list. Identify and use semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up.</i> Investigate and collect a range of synonyms and antonyms e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved.</i> Explore how hyphens can be used to avoid ambiguity e.g. <i>man eating shark</i> versus <i>man-eating shark.</i> Punctuate bullet points consistently
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				<p><i>dog's bone and the dogs' bones.</i></p>	<ul style="list-style-type: none"> Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs. Investigate verb prefixes e.g. <i>dis-, re-, pre-, mis-, over-</i>. 	<ul style="list-style-type: none"> Explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for – request, go in – request. Identify the subject and object of a sentence. Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse</i> versus <i>the window in the greenhouse was broken</i>.
Spelling	<p>Pupils should be taught as RECEPTION AND:</p> <ul style="list-style-type: none"> words containing each of the 40+ phonemes already taught common exception words the days of the week name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes: using the spelling rule for adding <i>-s</i> or <i>-es</i> as the plural marker for nouns 	<p>Pupils should be taught as Year 1 AND spell by:</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words 	<p>Pupils should be taught as Year 2 AND:</p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them. Spell further homophones. Spell words that are often misspelt. Use the first two letters of a word to check its spelling in a dictionary. Write from memory simple sentences, dictated by the teacher, that include 	<p>Pupils should be taught as Year 3 AND:</p> <ul style="list-style-type: none"> Use further prefixes and suffixes and understand how to add them. Spell further homophones. Spell words that are often misspelt. Use the first 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 	<p>Pupils should be taught as Year 4 AND:</p> <ul style="list-style-type: none"> Spell words that they have not yet been taught by using what they have learnt about how spelling works in English. Use further prefixes and suffixes and understand the guidelines for adding them. Spell some words with 'silent' letters, e.g. <i>knight, psalm, solemn</i>. 	<p>Pupils should be taught as Year 5 AND:</p> <ul style="list-style-type: none"> Be secure with all spelling rules previously taught. Write increasingly confidently, accurately and fluently, spelling with automaticity. Use a number of different strategies interactively in order to spell correctly. Develop self-checking and proof-checking strategies. Use independent spelling strategies



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	<p>and the third person singular marker for verbs using the prefix un–</p> <ul style="list-style-type: none"> • using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for 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. 	<ul style="list-style-type: none"> • learning to spell more words with contracted forms • learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly 	<p>words and punctuation taught so far.</p> <ul style="list-style-type: none"> • Learn to spell new words correctly and have plenty of practice in spelling them. • Understand how to place the apostrophe in words with regular plurals (e.g. girls', boys'). • Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. 	<p>punctuation taught so far.</p> <ul style="list-style-type: none"> • Learn to spell new words correctly and have plenty of practice in spelling them. • Understand how to place the apostrophe in words with irregular plurals (e.g. children's). • Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. 	<ul style="list-style-type: none"> • 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. • 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. • Use suffixes –ate, –ise, –ify to convert nouns and adjectives into verbs. • Investigate verb prefixes e.g. <i>dis-</i>, <i>re-</i>, <i>pre-</i>, • <i>mis-</i>, <i>over-</i>. 	<p>for spelling unfamiliar words.</p>
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Handwriting	<p>Pupils should be taught as RECEPTION AND:</p> <ul style="list-style-type: none"> • 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' (i.e. letters that are formed in similar ways) and to practise these. 	<p>Pupils should be taught as Year 1 AND:</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>Pupils should be taught as Year 2 AND:</p> <ul style="list-style-type: none"> • Form and use the four basic handwriting joins. • Write legibly. 	<p>Pupils should be taught as Year 3 AND:</p> <ul style="list-style-type: none"> • Write with consistency in size and proportion of letters, e.g. <i>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.</i> 	<p>Pupils should be taught as Year 4 AND:</p> <ul style="list-style-type: none"> • Write fluently. • Choose when it is appropriate to print or join writing e.g. printing for labelling a scientific diagram. 	<p>Pupils should be taught as Year 5 AND:</p> <ul style="list-style-type: none"> • Write with increasing speed. • Choosing the writing implement that is best suited for a task (e.g. <i>quick notes, letters</i>).
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