

Shaw Ridge Writing Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Consolidate Reception	Consolidate Year 1	Consolidate Year 2	Consolidate Year 3	Consolidate Year 4	Consolidate Year 5
Composition	<p>F1 Write their name.</p> <p>Give meaning to marks as they draw and paint</p> <p>F2 Write simple phrases and sentences that can be read by others.</p> <p>Write labels and captions.</p> <p>Give meaning to marks as they draw and paint</p>	<p>Sequence sentences to form short narratives.</p> <p>Compose a simple sentence orally before writing it.</p> <p>Read aloud what they have written.</p> <p>Re-read what they have written to check that it makes sense and make suggested change.</p> <p>Draw on stories they know to inform their language and sentence structure in their writing.</p> <p>Use some features of different text types in their writing.</p> <p>Use simple and compound sentence structures.</p> <p>Link sentences together with increasing fluency</p>	<p>Write simple, coherent narratives about personal experiences and those of others (real or fictional).</p> <p>Write about real events, recording these simply and clearly.</p> <p>Write simple poetry.</p> <p>Compose sentences orally before writing them.</p> <p>Encapsulate what they want to say, sentence by sentence.</p> <p>Plan what to write by writing down ideas and key words/vocabulary.</p> <p>Re-read what they have written to ensure it makes sense and make any necessary changes.</p>	<p>Write for a range of purposes and audiences, including writing to entertain, inform, and persuade, using appropriate language.</p> <p>In narratives, develop settings, characters and plot in non-narrative writing, use simple organisational devices (for example, headings and sub-headings).</p> <p>Begin to use paragraphs to structure writing.</p> <p>Make simple additions, revisions and proof reading corrections.</p> <p>Use dialogue sparingly so it effectively adds detail to the writing.</p>	<p>Write for a range of purposes and audiences (writing to entertain, inform and persuade, including across the curriculum.)</p> <p>Develop settings, characters and plot in narrative e.g. describing characters' behaviour, thoughts, reactions to events.</p> <p>In non-fiction writing use appropriate organisational devices such as headings and subheadings.</p> <p>Write effectively for a range of purposes and audiences, starting to select language to interest and engage the reader.</p> <p>In narratives, describe settings and characters,</p>	<p>Write effectively for a range of purposes and audiences, selecting language and formality that shows awareness of the reader.</p> <p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.</p> <p>In narratives, describe settings and characters and begin to describe atmosphere.</p> <p>Begin to integrate dialogue within narratives to develop characters.</p> <p>Begin to manipulate sentence structure for effect.</p> <p>Begin to proof-read their work and</p>	<p>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)</p> <p>In narratives, describe settings, characters and atmosphere.</p> <p>Integrate dialogue to convey character and advance the action.</p> <p>Exercise assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</p> <p>Distinguish between the language of</p>

		to form a short narrative.	<p>Write effectively and coherently for different purposes drawing on their reading to inform the vocabulary and grammar of their writing.</p> <p>Make simple additional and revision and proofreading corrections to their own writing.</p>		<p>using a range of descriptive devices.</p> <p>In non-fiction use a consistent and appropriate structure.</p> <p>Proof-read confidently and amend their own and others writing.</p> <p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (technical terminology, vivid language, word choice for emphasis).</p> <p>Proof-read confidently and amend their own and others writing correcting errors in grammar, punctuation and spelling and adding nouns / pronouns for cohesion.</p>	<p>assess the effectiveness of their own and others writing & make necessary corrections and improvements.</p> <p>Begin to integrate dialogue within narratives to develop characters and advance the action.</p> <p>Select precise vocabulary and grammatical structures that reflect the level of formality mostly accurately.</p> <p>Use the passive and active voice appropriately to control the level of formality of a piece of writing.</p>	<p>speech and writing and choose the appropriate register.</p> <p>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read and models for their own writing (e.g., literally language, characterisation, structure)</p>
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Grammatical structures		Join words and clauses using 'and '	Write sentences different forms: statements, questions, commands, and exclamations. Use co-ordination (e.g. or / and / but/ yet/ so) and some subordination (e.g. when / if / that / because) to join clauses.	To use a range of grammatical structures including using a variety of conjunctions, prepositions and adverbials. 1.Consolidate coordinating conjunctions. 2.Prepositions for place e.g. by, near, above, opposite. 3.Conjunctions for time. 4.Conjunctions for cause e.g. because, since, as, so 5.Adverbs for time e.g. later, soon	To use a range of grammatical structures including using a variety of conjunctions and adverbials, beginning to move the position of the clauses and phrases. Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Revise and edit their writing in relation to the Year 4 grammar and spelling expectations.	Integrate dialogue within narratives to develop characters and begin to advance the plot. To use a range of grammatical structures including using a variety of conjunctions and relative pronouns, moving the position of the clauses.	Select 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.) Integrate dialogue in narratives to convey character and advance the action.
Descriptive language		Use adjectives in their writing.	Use noun phrases to describe and specify.	Describe settings, characters and plot in narratives e.g. describing characters' appearance, feelings. Use noun phrases expanded with adjectives and adverbs e.g.	Use expanded noun phrases e addition of modifying adjectives, nouns, and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)	In narratives, develop settings and characters and begin to develop atmosphere e.g. through the use of grammatical and language structures.	In narratives, describe settings, characters and atmosphere. <i>Select vocabulary that reflect what the writing requires eg. . Figurative language, adverbs, preposition phrases</i>

				extremely hot flames; a brave and dangerous mission; the most terrifying dragon in the whole world.			<i>and expanded noun phrases effectively to add detail, qualification, and precision.</i>
Tense/ verb forms		Use present and past tense with some accuracy.	Use present and past tense mostly correctly and consistently which may include the progressive form of verbs.	Use present and past tense correctly and consistently, including the progressive form of the verb e.g. The dragon was flying in the air. The flames are burning the village.	To use correct use of verb tense and subject verb agreement throughout most pieces of writing (including simple and perfect form.)	Ensure consistent and correct use of verb tense and subject-verb agreement throughout pieces of writing	Use verb tenses consistently and correctly throughout their writing.
Paragraphing/ cohesion				Begin to use paragraphs to group related information and in non-narrative writing, use simple organisational devices (for example, headings and sub-headings)	Organise paragraphs around a theme. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition e.g. the dragon, the monster, the beast, it; Alex, she, the girl.	Use a range of devices to build cohesion within paragraphs e.g. pronouns, adverbials of time and place, co ordinating and subordinating conjunctions, synonyms. Use paragraphs to organise ideas e.g to introduce the change of time, place, or event and in non-narrative	Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.

Punctuation	F2 Begin punctuating sentence with a full stop and capital letter.	Begin punctuating sentences using a capital letter and a full stop, question mark or exclamation mark. Use finger spaces consistently. Consistently use capital letter for 'I' and their own name.	Demarcate most sentences in their writing with capital letters and full stops and use question marks correctly when required.	Use a range of punctuation mostly correctly including use of capital letters, full stops, question marks, exclamation marks, commas for lists. Use apostrophes for <i>contractions</i> and singular possession. Punctuate speech using inverted commas (speech marks) with some accuracy.	Use inverted commas and other punctuation mostly accurately to indicate direct speech e.g. "Help me," Alex screamed. "This dragon's going to burn me to a crisp!"	Use a range of punctuation, mostly correctly, including semi colons, brackets, dashes, ellipses, hyphens and colons to introduce lists.	Use inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens.
Handwriting	F1 Enjoy drawing freely Add some marks to their drawings, which they give meaning to. E.g. That says mummy. write some letters accurately Show a preference for a dominant hand Start to confidently use their core muscle strength to achieve a good posture when sitting at a table or sitting on a floor Begin to develop their small motor	Form most lower-case letters in the correct direction, starting and finishing in the right place. Form most capital letters correctly. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	Form 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	Maintain a legible and consistent handwriting style. Use the diagonal/horizontal strokes that are needed to join letters.	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.	Maintain legible, joined handwriting.	Maintain legibility in joined handwriting when writing at speed.

	<p>skills so that they can use a range of tools (including writing equipment) safely and competently</p> <p>F2 Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Form uppercase and lowercase letters correctly</p> <p>Use comfortable grip with good control when holding pens and pencils</p> <p>Develop their small motor skills so that they can use a range of tools (including writing equipment) safely and competently</p>						
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<p>Transcription (Spellings)</p>	<p>F1 Enjoy songs and rhymes tuning in and paying attention Joining in with songs and rhymes and copying sounds, rhythms, tunes and tempo Notice some print, such as the first letter of their name, a bus, door number or familiar logo Understand the key concepts of print -Print has meaning - Print can have different purposes -We read English from left to right and from top to bottom Develop their phonological awareness so that they can spot and suggest rhymes Hear and say initial sounds in words</p> <p>F2 (As above)</p>	<p>Show some accurate use of –ing –ed –er –est where no change is needed in the spelling of root words for example: helping, helped, helper. Spell words containing each of the 40+ phonemes already taught. Spell many Year 1 common exception words accurately. Spell the days of the week correctly. Add the prefix un- Spell the days of the week</p>	<p>Spell many common exception words. Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others Add suffixes including -er, -ed, -ing, - est, -ment, -ness, -ful, -less, -ly to words where a change to the root word is needed (NC) Distinguishing between homophones and near homophones Learning the possessive apostrophe (singular) Learning to spell more words with contracted forms Learning new ways of spelling phonemes for which 1 or more</p>	<p>Accurate spelling of some prefixes and suffixes Accurate spelling of common homophones Spell some words from the Y3/4 spelling list correctly.</p>	<p>Accurately spell of the majority of the words on the Year 3/4 spelling list. Apply the Year 3/4 spelling rules mostly consistently</p>	<p>Accurately spell of some words from Year 5/6 spelling list. Apply the spelling rules from Year 5/6 curriculum that have been taught</p>	<p>Spell correctly most words from the Year 5/6 spelling list.</p>
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	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Develop their phonological awareness so that they can spot and suggest rhymes</p> <p>Write words in ways which match their spoken sounds.</p> <p>Spell some simple cvc, ccvc, cvcc words correctly.</p> <p>Begin to write some common exception words.</p>		<p>spellings are already known, and learn some words with each spelling,</p>				
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