



KNOWLEDGE & SKILLS PROGRESSION IN WRITING

EYFS Literacy		
THREE TO FOUR YEAR OLDS	RECEPTION CLASS	EARLY LEARNING GOALS
<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; write '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 letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense. 	<p style="text-align: center;">Writing</p> <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.
EYFS Physical Development		
THREE TO FOUR YEAR OLDS	RECEPTION CLASS	EARLY LEARNING GOALS
<ul style="list-style-type: none"> • Use a comfortable grip with good control when holding pens and pencils. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Fine-Motor Skills • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Vocabulary, grammar and punctuation	<ul style="list-style-type: none"> Say, and hold in memory whilst writing, simple sentences which make sense. Write simple sentences that can be read by themselves and others. Separate words with finger spaces. Punctuate simple sentences with capital letters and full stops. Use capital letter for the personal pronoun. Use capital letters for names of people, places and days of the week. Identify and use question marks and exclamation marks. Use simple connectives to link ideas e.g. <i>and</i>. Pluralise nouns using 's' and 'es' e.g. <i>dog, dogs; wish, wishes</i>. Add suffixes to verbs where no spelling change is needed to the root word e.g. <i>helping, helped, helper</i>. <p>Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>.</p>	<p>As above and:</p> <ul style="list-style-type: none"> Say, write and punctuate simple and compound sentences using the connectives <i>and, but</i> and <i>or</i>. Use sentences with different forms: statement, question, command, exclamation. Use commas to separate items in a list. Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll</i>. Use subordination for time e.g. <i>When we had finished our writing, we went out to play. We went out to play when we had finished our writing</i>. Other time connectives: <i>while, as, before, after</i>. Use subordination for reason e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat</i>. Other reason connectives: <i>so, if, then, for, unless</i>. Select, generate and effectively use verbs. Use past tense for narrative, recount (e.g. <i>diary, newspaper report, biography</i>) historical reports. 	<p>As above 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 where e.g. <i>above, below, beneath, within, outside, beyond</i>. 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 <u>have</u> washed my hands. We will <u>have</u> eaten our lunch by the time Dad arrives. Jack <u>had</u> 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>. 	<p>As above 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 adverbials for where e.g. <i>In the distance, a lone wolf howled</i>. 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 instead of we was. I</i> 	<p>As above 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>. 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>. 	<p>As above 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, alternatively, as a consequence</i>. 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</i>

		<ul style="list-style-type: none"> Use present tense for non-chronological reports and persuasive adverts. Select, generate and effectively use nouns. Add suffixes <i>ness</i> and <i>er</i> to create nouns e.g. <i>happiness, sadness, teacher, baker</i>. Select, generate and effectively use adjectives. Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless</i>. Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest</i>. <p>Use suffix <i>ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully</i>.</p>	<ul style="list-style-type: none"> Explore and collect word families e.g. <i>medical, medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary. <p>Explore and collect words with prefixes <i>super, anti, auto</i>.</p>	<p><i>was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it</i> instead of <i>she seen it</i>.</p> <p>Use apostrophes for singular and plural possession e.g. <i>the dog's bone</i> and <i>the dogs' bones</i>.</p>	<ul style="list-style-type: none"> Identify and use brackets and dashes Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs. <p>Investigate verb prefixes e.g. <i>dis-, re-, pre-, mis-, over-</i>.</p>	<p><i>eating shark</i> versus <i>man-eating shark</i>.</p> <ul style="list-style-type: none"> Punctuate bullet points consistently Explore and collect vocabulary typical of formal and informal speech and writing e.g. <i>find out - discover, ask for - request, go in - request</i>. 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>.
Composition	<ul style="list-style-type: none"> Orally compose every sentence before writing. Re-read every sentence to check it makes sense. Orally plan and rehearse ideas. Sequence ideas/events in order. Use formulaic phrases to open and close texts. Use familiar plots for structuring the opening, middle and end of their stories. Write in different forms with simple text type features e.g. 	<p>As above and:</p> <ul style="list-style-type: none"> Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade</i>. Write about real and fictional events. Write simple poems based on models. 	<p>As above and:</p> <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. Creating and developing settings for narratives. 	<p>As above and:</p> <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 mountain, story map, text map, non-fiction bridge, story board, boxing-up text types</i> to create a plan. 	<p>As above and:</p> <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 settings (in books, films and performances). 	<p>As above and:</p> <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, story mountain, discussion group, post-it notes, ICT story planning</i>.

	<p><i>instructions, narratives, recounts, poems, information texts.</i></p> <ul style="list-style-type: none"> ▪ Discuss their writing with adults and peers. <p>Read aloud their writing to adults and peers.</p>	<ul style="list-style-type: none"> ▪ Edit and improve their own writing in relation to audience and purpose. ▪ Evaluate their writing with adults and peers. ▪ Proofread to check for errors in spelling, grammar and punctuation. <p>Read aloud their writing with intonation to make the meaning clear.</p>	<ul style="list-style-type: none"> ▪ 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. <p>Evaluate, and edit by:</p> <ul style="list-style-type: none"> ▪ 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. 	<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. <i>fronted adverbials</i> 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>Evaluate and edit by:</p> <ul style="list-style-type: none"> ▪ 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 	<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. ▪ Ensuring consistent and correct use of tense throughout a piece of writing. ▪ Ensuring consistent subject and verb agreement. 	<p>Draft and write by:</p> <p>Selecting <i>appropriate</i> vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact.</p> <ul style="list-style-type: none"> ▪ 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 hybrid texts e.g. <i>persuasive speech.</i> ▪ 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>
--	---	--	---	---	---	--

			<p>Perform their own compositions by:</p> <p>Using appropriate intonation, tone and volume to present their writing to a group or class.</p>	<p>Perform own compositions for different audiences</p> <p>Use appropriate intonation, tone and volume to present their writing to a range of audiences.</p>	<p>Proofreading for spelling and punctuation errors.</p> <p>Perform own compositions for different audiences:</p> <ul style="list-style-type: none"> Using appropriate intonation and volume. Adding movement. <p>Ensuring meaning is clear.</p>	
Spelling	<ul style="list-style-type: none"> Name the letters of the alphabet in order. Use letter names to distinguish between alternative spellings of the same sound. Spell words containing each of the phonemes already taught. Be able to encode the sounds they hear in words. Be able to read back words they have spelt. Use their phonic knowledge when spelling unfamiliar words (<i>i.e. produce phonically plausible spellings</i>). Spell common exception words. Spell the days of the week. Use the spelling rule for adding -s or -es (<i>i.e. when the word has a /ɪz/ sound</i>). Use the prefix un- for words without any 	<p>As above and:</p> <ul style="list-style-type: none"> Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. Learn new ways of spelling phonemes for which one or more spellings are already known. Learn some words with each spelling, including a few common homophones. Learn to spell common exception words. Learn to spell more words with contracted forms. Distinguish between homophones and near-homophone. Add suffixes <i>ness</i> and <i>er</i> to create nouns e.g. <i>happiness, sadness, teacher, baker</i>. Select, generate and effectively use adjectives. Add suffixes <i>ful</i> or <i>less</i> to create adjectives 	<p>As above 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 words and punctuation taught so far. 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, 	<p>As above 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 punctuation taught so far. 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). <p>Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as</p>	<p>As above 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>. 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, 	<p>(see also the Lancashire Supporting Spelling document for further detail and advice)</p> <p>As above 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. <p>Use independent spelling strategies for spelling unfamiliar words.</p>

	<p>change to the spelling of the root word .</p> <ul style="list-style-type: none"> Use suffixes <i>-ing, -ed, -er</i> and <i>-est</i> where no change is needed in the spelling of root words. Apply simple spelling rules and guidelines, as listed in Appendix 1 Supporting Spelling document. <p>Write from memory simple sentences dictated by the teacher that include words taught so far.</p>	<p><i>e.g. playful, careful, careless, hopeless.</i></p> <ul style="list-style-type: none"> Use suffixes <i>er</i> and <i>est</i> to create adjectives <i>e.g. faster, fastest, smaller, smallest.</i> Use suffix <i>ly</i> to turn adjectives into adverbs <i>e.g. slowly, gently, carefully.</i> <p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p>	<p>such as morphology and etymology.</p>	<p>morphology and etymology.</p>	<p>meaning or both of these in a dictionary.</p> <ul style="list-style-type: none"> Use a thesaurus. Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs. Investigate verb prefixes <i>e.g. dis-, re-, pre-, mis-, over-</i> 	
<p>Handwriting</p>	<ul style="list-style-type: none"> Hold a pencil with an effective grip. Form lower-case letters correctly - <i>starting and finishing in the right place, going the right way round, correctly oriented.</i> Have clear ascenders ('tall letters') and descenders ('tails'). Form capital letters correctly. 	<p>As above and:</p> <ul style="list-style-type: none"> Form lower-case letters of the correct size relative to one another. Use upper case letters appropriately <i>e.g. not always writing A as a capital, not using capitals within words.</i> Write upper case letters of the correct size relative to lower case letters. Start using some of the diagonal and horizontal strokes needed to join letters and which letters are do not join. 	<p>As above and:</p> <ul style="list-style-type: none"> Form and use the diagonal, horizontal handwriting joins where appropriate. Write legibly. 	<p>As above and:</p> <ul style="list-style-type: none"> Write with consistency in size and proportion of letters, <i>e.g. 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>As above and:</p> <ul style="list-style-type: none"> Write fluently. Choose when it is appropriate to print or join writing <i>e.g. printing for labelling a scientific diagram.</i> 	<p>As above and:</p> <ul style="list-style-type: none"> Write with increasing speed. <p>Choosing the writing implement that is best suited for a task (<i>e.g. quick notes, letters</i>).</p>