



Rudyard Kipling Primary School and Nursery - Writing Progression Document

Letter formation / Handwriting						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children know how to: <ul style="list-style-type: none"> • achieve a good posture when sitting at a table – BBC position. • begin to develop tripod grip of a pencil/pen. • use a range of tools competently, safely and confidently. *Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • form lower case and capital letters correctly. 	Children know how to: <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly – BBC position. • continue to develop tripod grip of a pencil/pen. • write some lower case and capital letters of the alphabet in the correct direction, starting and finishing in the right place. • form digits 0-9. 	Children know how to: <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly – BBC position. • master the tripod grip of a pen/pencil. • form lower case letters of the correct size, relative to one another. • use spacing between words that reflects the size of the letters. • write capital letters and digits of the 	Children know how to: <ul style="list-style-type: none"> • use the diagonal and horizontal strokes needed to join letters. • Increase the legibility, consistency and quality of handwriting, e.g.: by ensuring that 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. 	In addition to KS1 and Year 3 knowledge, children know how to: <ul style="list-style-type: none"> • Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left not joined. • Continue to Increase the legibility, consistency and quality of handwriting, eg: by ensuring that down strokes of letters are 	In addition to KS1 and lower KS2 knowledge, children know how to: <ul style="list-style-type: none"> • confidently use diagonal and horizontal joining strokes when writing independently to increase fluency. • begin to choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten version. 	In addition to KS1 and lower KS2 and Year 5 knowledge, children know how to: <ul style="list-style-type: none"> • choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten, presented version. • choose the writing implement which is best suited for a task
<ul style="list-style-type: none"> • write recognisable letters. • form lower case and capital letters correctly. 		correct size, orientation and relationship to one another and to lower case letters. <ul style="list-style-type: none"> • begin to use the diagonal and horizontal strokes needed to join letters. 		parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.		

Planning, Drafting and Editing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children know how to: <ul style="list-style-type: none"> • articulate their ideas and thoughts in simple phrases and sentences. • describe events(orally) in some detail. • use new vocabulary in conversation. • listen to and talk about stories to 	Children know how to: <ul style="list-style-type: none"> • compose a sentence orally before writing. • Say a sentence out loud before writing it – oral rehearsal. 	Children know how to: <ul style="list-style-type: none"> • write narratives about personal experiences and those of others (real and fictional). • plan what they are going to write about, including 	In addition to KS1 knowledge, children know how to: <ul style="list-style-type: none"> • use ideas from their own reading and modelled examples to plan their writing. • begin to proofread their 	In addition to KS1 and Year 3 knowledge, children know how to: <ul style="list-style-type: none"> • compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and 	In addition to KS1 and lower KS2 knowledge, children know how to: <ul style="list-style-type: none"> • 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. 	In addition to KS1 and lower KS2 and Year 5 knowledge, children know how to: <ul style="list-style-type: none"> • note down and develop initial ideas, drawing on reading and research where necessary. • use appropriate organisational and presentational
build familiarity and understanding. <ul style="list-style-type: none"> • retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. 	<ul style="list-style-type: none"> • sequence sentences to form short narratives. • read their writing to check that it makes sense to themselves and to an adult. 	writing down ideas and/or key words and new vocabulary eg: mind-maps. <ul style="list-style-type: none"> • sequence what they want to say sentence by sentence. 	own and others' work to check for errors (with increasing accuracy) and to make improvements – blue editing pens introduced A1. <ul style="list-style-type: none"> • organise their writing into paragraphs around a theme (e.g. 	an increasing range of sentence structures. <ul style="list-style-type: none"> • consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. 	<ul style="list-style-type: none"> • consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed and use these as a 	devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). <ul style="list-style-type: none"> • use a wide range of devices to build cohesion within and across paragraphs.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> verbally, use new vocabulary. articulate their ideas and thoughts in verbal sentences. connect one idea or action to another verbally using a range of simple conjunctions (and, but, so) offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. express their ideas and feelings about their 	<ul style="list-style-type: none"> use simple sentence structures that are accurately punctuated with a capital letter and a full stop. use simple conjunctions (and, but) to link ideas in sentences. form simple compound sentences. use capital letters for names, places, the days of the week and the personal pronoun 'I'. 	<ul style="list-style-type: none"> use the present tense and the past tense mostly correctly and consistently. form sentences with different forms: statement, question, exclamation, command. use co-ordination (or/and/but). use some subordination (when/if/that/because). use expanded noun phrases to describe and 	<ul style="list-style-type: none"> maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. use 'a' or 'an' correctly throughout a piece of writing. use simple conjunctions confidently and accurately. use subordinate clauses, extending the range of sentences with more than one 	<ul style="list-style-type: none"> maintain an accurate tense throughout a piece of writing. use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'. use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, 	<ul style="list-style-type: none"> use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. ensure the consistent and correct use of tense throughout all pieces of writing. use a range of conjunctions accurately, varying the position within the sentence. use a wide range of linking 	<ul style="list-style-type: none"> 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. use the subjunctive form in formal writing. use the perfect form of verbs to mark relationships of time and cause. use the passive voice accurately within appropriate pieces. use question tags in informal writing (a
<p>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> <ul style="list-style-type: none"> recognise that a capital letter and full stop are needed to form an accurate sentence. 	<ul style="list-style-type: none"> use finger spaces. use full stops to end sentences. use question marks and exclamation marks. 	<p>specify (e.g. the blue butterfly).</p> <ul style="list-style-type: none"> 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. 	<p>clause by using a wider range of conjunctions, including when, if, because, and although.</p> <ul style="list-style-type: none"> use a range of conjunctions, adverbs and prepositions to show time, place and cause. use the full range of punctuation from previous year groups. punctuate direct speech using inverted commas (speech marks). 	<p>which are sometimes in varied positions within sentences.</p> <ul style="list-style-type: none"> Use expanded noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit. consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition. use all of the necessary punctuation in direct speech, 	<p>words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <ul style="list-style-type: none"> use relative clauses beginning with a relative pronoun with confidence. to use the passive voice. use commas consistently to clarify meaning or to avoid ambiguity. use brackets, dashes or commas to 	<p>very short clause at the end of a statement which changes the statement into a question. For example, in 'She said half price, didn't she?', the words 'didn't she' are a question tag.")</p> <ul style="list-style-type: none"> 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.
				<p>including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <ul style="list-style-type: none"> consistently use apostrophes for singular and plural possession. to use a colon and semi colon for lists. 	<p>indicate parenthesis.</p> <ul style="list-style-type: none"> to use a colon and semi colon in lists to separate clauses. 	

Sentence Structure terminology

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Recognise and use terms:</p> <ul style="list-style-type: none"> Capital letter Full stop <p>Understand that these are needed to</p>	<p>Recognise and use the terms:</p> <ul style="list-style-type: none"> Letter Capital letter Word Singular Plural 	<p>Recognise and use the terms:</p> <ul style="list-style-type: none"> Noun Noun phrase Statement Question Exclamation 	<p>Recognise and use the terms:</p> <ul style="list-style-type: none"> Noun Conjunction Word family Prefix Clause 	<p>Recognise and use the terms:</p> <ul style="list-style-type: none"> Determiner Pronoun Possessive pronoun Adverbial 	<p>Recognise and use the terms:</p> <ul style="list-style-type: none"> Modal verb Relative pronoun Relative clause Parenthesis 	<p>Recognise and use the terms:</p> <ul style="list-style-type: none"> Subject Object Active Passive Synonym Antonym
<p>make an accurate sentence.</p>	<ul style="list-style-type: none"> Sentence Punctuation Full stop Question mark Exclamation mark. 	<ul style="list-style-type: none"> Command Compound Suffix Adjective Verb Adverb 	<ul style="list-style-type: none"> Subordinate clause Direct speech Consonant Vowel Inverted commas (speech marks) 		<ul style="list-style-type: none"> Brackets Dash Cohesion Ambiguity 	<ul style="list-style-type: none"> Ellipsis Hyphen Colon Semi-colon Bullet points

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<ul style="list-style-type: none"> • Present and past tense • Apostrophe • Comma 				

Phonic & Whole word spelling

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • listen to and hear the sounds in CVC, CVCC and CCVC words. • recall &/identify the taught GPCs (the letters that represent the sounds) (including some digraphs) on a grapheme mat 	<ul style="list-style-type: none"> • spell words containing each of the 40+ phonemes taught • spell common exception words • spell the days of the week • name the letters of the alphabet in order • use letter names to distinguish between 	<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 1 or 	<ul style="list-style-type: none"> • spell further homophones • spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> • spell further homophones • spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> • spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology 	<ul style="list-style-type: none"> • spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused • use knowledge of morphology
<p>and use this when writing.</p> <ul style="list-style-type: none"> • spell some taught common exception/ high frequency and familiar words 	<p>alternative spellings of the same sound</p> <ul style="list-style-type: none"> • spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red • make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations 	<p>more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <ul style="list-style-type: none"> • learn to spell common exception words • distinguish between homophones and near-homophones 			<p>and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p>	<p>and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p>

Other word building spelling

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> • use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular 	<ul style="list-style-type: none"> • learning the possessive apostrophe (singular) • learn to spell more words with contracted forms 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and
	<p>marker for verbs</p> <ul style="list-style-type: none"> • use the prefix un– • use –ing, –ed, –er and –est where no change is needed in the spelling of root words • apply simple spelling rules and guidance from Appendix 1 	<ul style="list-style-type: none"> • add suffixes to spell longer words, including – ment, –ness, –ful, –less, –ly • show awareness of silent letters in spelling e.g. knight, write • use –le ending as the most common spelling for this sound at the end of words • apply spelling rules and guidelines from Appendix 1 	<p>accurately in words with regular plurals and in words with irregular plurals</p> <ul style="list-style-type: none"> • use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<p>accurately in words with regular plurals and in words with irregular plurals</p> <ul style="list-style-type: none"> • use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<p>meaning of words</p> <ul style="list-style-type: none"> • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	<p>meaning of words</p> <ul style="list-style-type: none"> • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary

Transcription

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are 	<ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher that include the GPC's and common exception 	<ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> Write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far.
phonetically plausible.	words taught so far.					

Writing text types progression

Writing to...	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Entertain	<ul style="list-style-type: none"> • Story / Narrative • Description • Poetry 	<ul style="list-style-type: none"> • Story / Narrative • Description • Poetry 	<ul style="list-style-type: none"> • Story / Narrative • Description • Poetry 	<ul style="list-style-type: none"> • Story / Narrative • Description • Poetry 	<ul style="list-style-type: none"> • Story / Narrative • Description • Poetry 	<ul style="list-style-type: none"> • Story / Narrative • Description • Poetry
Inform	<ul style="list-style-type: none"> • Recount • Letter/postcard • Instruction 	<ul style="list-style-type: none"> • Recount • Letter/postcard • Instruction • Explanation • Diary • News report • Information 	<ul style="list-style-type: none"> • Recount • Explanation • Diary • News report • Information • Biography • Instruction 	<ul style="list-style-type: none"> • Recount • Explanation • Diary • News report • Information • Biography • Instruction 	<ul style="list-style-type: none"> • Recount • Explanation • Diary • News report • Information • Biography 	<ul style="list-style-type: none"> • Recount • Explanation • Diary • News report • Information • Biography
Persuade			<ul style="list-style-type: none"> • Advert • Letter/postcard • Speech • Poster 	<ul style="list-style-type: none"> • Advert • Letter/postcard • Speech • Poster 	<ul style="list-style-type: none"> • Advert • Letter/postcard • Speech • Campaign 	<ul style="list-style-type: none"> • Advert • Letter/postcard • Speech • Campaign
Discuss					<ul style="list-style-type: none"> • Balanced Argument • Newspaper article • Review 	<ul style="list-style-type: none"> • Balanced Argument • Newspaper article • Review

