



# Writing Progression Statements



## Background:

These progression statements have been developed across the Trust through dialogue between Heads, Literacy Leads and Teaching Staff. We have used the National Curriculum Programmes of Study and the Devon Babcock Evidence Gathering Grids as key source materials. We have developed expectations around greater depth arising from these statements and have also adapted language to ensure that it is clearly understood by staff.

## Purpose:

These progression statements are intended to be used as the spine of our curriculum. They provide an assurance of:

- i. Sequential progressive learning within key themes of Composition, Grammar, Punctuation and Transcription.
- ii. Coverage of key writing skills and knowledge.
- iii. Conceptual Connections especially around purpose and audience that can be used across other curriculum areas.
- iv. A secure framework from which schools and teachers can plan and create a sequential and connected curriculum mediated to the needs of their children and their context.
- v. A basis for assessment and moderation within and between schools

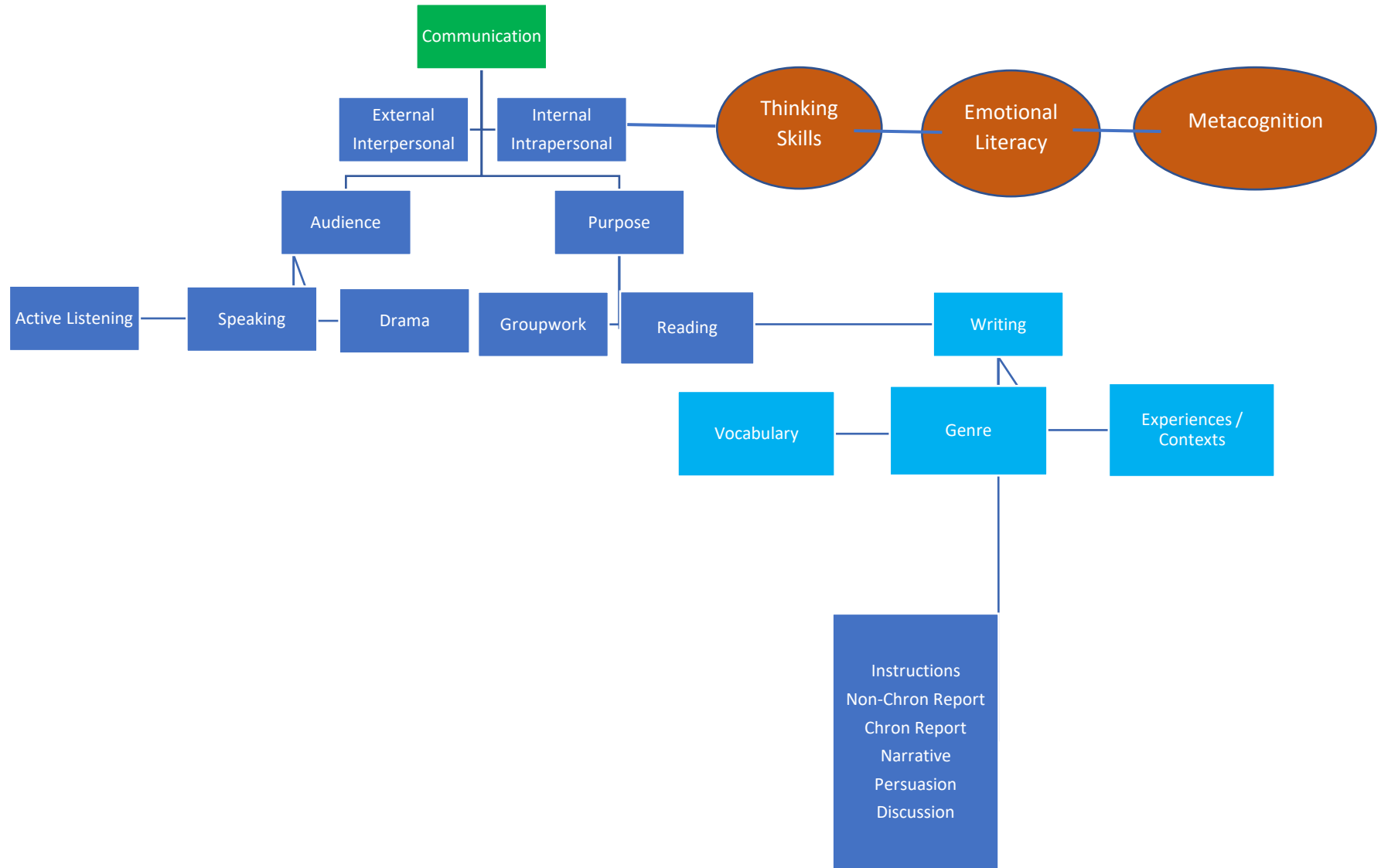
Learning is not always a linear progression. These statements are therefore a tool for teachers to adapt to the different needs of their cohorts, classes and individual children.

## Writing : The Big Conceptual Picture

At the heart of writing and indeed English/Literacy is the idea of communication and key concepts of audience and purpose that lie within it. Writing, we believe is an essential life skill that supports each of the elements within the image below as they are interconnected. Within any writing process some or all of these elements will be present.

Our disadvantaged children can face particular challenges due to their circumstances and therefore it is particularly important that life experiences, real contexts for writing and the introduction of a wider vocabulary underpin the curriculum so that they are enabled to progress.

Our desire is that children choose to write to support their communication. Whilst this is particularly important within different genres that are attached to specific audiences and purposes we would also see it as a way of children expressing their intrapersonal dialogue around thinking, memory and emotion.



## EYFS

<p><b>Early Learning Goal</b> 40-60months</p>	<p><b>Observations might include:</b></p>
<p><b>Children use their phonic knowledge to write words in ways which match their spoken sounds.</b></p>	<ul style="list-style-type: none"> <li>• Gives meaning to marks they make as they draw, write and paint.</li> <li>• Can segment the sounds in simple words and blend them together.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> </ul>
<p><b>They also write some irregular common words.</b></p>	<ul style="list-style-type: none"> <li>• Writes own name and other things such as labels, captions.</li> </ul>
<p><b>They write simple sentences which can be read by themselves and others.</b></p>	<ul style="list-style-type: none"> <li>• Attempts to write short sentences in meaningful contexts</li> </ul>
<p><b>Some words are spelt correctly and others are phonetically plausible.</b></p>	<ul style="list-style-type: none"> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• Continues a rhyming string.</li> </ul>
<p><b><i>Compositional Links to Speaking</i></b></p>	
<p><b>They develop their own narratives and explanations by connecting ideas or events.</b> <i>*Note Taken from Speaking ELG</i></p>	<ul style="list-style-type: none"> <li>• Begins to break the flow of speech into words.</li> <li>• Hears and says the initial sound in words.</li> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>• Uses language to imagine and recreate roles and experiences in play situations.</li> <li>• Links statements and sticks to a main theme or intention.</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> </ul>

# Year 1

COMPOSITION: PURPOSE & AUDIENCE	Choose to write for a variety of purposes and in a variety of contexts (secure from Foundation Stage). – Each school put in genres/contexts?
	Compose sentences orally and in writing.
	Sequence sentences to form a short narrative or piece of information writing.
	Use basic descriptive language.
	Re-read and check writing makes sense.
	<i>GDS: Use and experiment with new vocabulary in writing.</i>
	<i>GDS: Confident in changing the way sentences start to interest reader.</i>
GRAMMAR	Combine words to form grammatically accurate sentences.
	Join words and clauses using ‘and’.
	<i>GDS: Join words and clauses using words other than ‘and’ (eg but/or).</i>
PUNCTUATION	Demarcate <b>some</b> sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).
	Use capital letters for names and the personal pronoun ‘I’.
	<i>GDS: Demarcate <b>most</b> sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).</i>
TRANSCRIPTION : Spelling/Phonics/Handwriting	Use phonic knowledge and skills from FS and Y1 to spell phonemically regular words correctly and make phonically-plausible attempts at others.
	Spell many Year 1 common exception words.
	Spell some words with simple suffixes and prefixes correctly (‘un’, singular and plural ‘s’ and ‘es’, verb endings ‘ed’, ‘ing’ and ‘er’, ‘est’).
	<i>GDS: Spell most Y1 common exception words and some Y2 common exception words.</i>
	Form lower-case letters in the correct direction, starting and finishing in the right place.
	Form capital letters and digits 0-9.
	Separate words with finger spaces.
	Handwriting progression dependent on each school scheme.
	<i>GDS : Handwriting progression dependent on each school scheme.</i>

<b>Year 1 Common Exception words:</b>	a, are, ask, be, by, come, do, friend, full, go, has, he, here, his, house, I, is, love, me, my, no, of, once, one, our, pull, push, put, said, says, school, she, so, some, the, there, they, to, today, was, we, were, where, you, your... ...and/or others, according to the programme used (Y1)
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## Year 2

COMPOSITION: PURPOSE & AUDIENCE	WTS: Write sentences that are sequenced to form a short narrative (real or fictional)
	<b>EXS: Write simple, coherent narratives about personal experiences and those of others (real or fictional)</b>
	<b>EXS: Write about real events, recording these simply and clearly</b>
	<i>GDS: Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.</i>
	<i>GDS: Make simple additions, revisions and proof-reading corrections to their own writing. [From Y2 PoS: this is an expectation for all pupils.]</i>
GRAMMAR	<b>EXS: Use present and past tense mostly correctly and consistently</b> [From Y2 PoS: including use of the progressive form of verbs.]
	<b>EXS: Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</b>
	From PoS: Add description and specification through the use of expanded noun phrase.
	From PoS: Write different types of sentences – statements, commands, questions and exclamatory sentences.
PUNCTUATION	WTS: Demarcate some sentences with capital letters and full stops
	<b>EXS: Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</b>
	<i>GDS: Use the punctuation taught at key stage 1 mostly correctly.</i>
TRANSCRIPTION	WTS: Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
	<b>EXS: Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</b>
	WTS: Spell some common exception words
	<b>EXS: Spell many common exception words</b>
	<i>GDS: Spell most common exception words.</i>
	<i>GDS: Add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)*.</i>
	WTS: Form lower-case letters in the correct direction, starting and finishing in the right place
	WTS: Form lower-case letters of the correct size relative to one another in some of their writing
	<b>EXS: Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</b>
	<i>GDS: Use the diagonal and horizontal strokes needed to join some letters.</i>
	WTS: Use spacing between words.
	<b>EXS: Use spacing between words that reflects the size of the letters.</b>

### Year 3

COMPOSITION: PURPOSE & AUDIENCE	Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing by using structures and language that shows awareness of the reader.	
	To write effectively for a range of purposes and audiences	
	Continue to orally rehearse and draft writing	
	Write using a rich and varied vocabulary.	
	In narratives create simple plot structures describing settings and characters	
	Begin to use direct speech within narratives.	
	Use paragraphs as a way of grouping related material.	
	Evaluate the effectiveness of writing and suggest improvements.	
	Proofread for spelling and punctuation (see Y3 age-related expectations for accuracy below).	
	Chooses nouns or pronouns accurately for clarity and cohesion and to avoid repetition	
	<i>GDS: Create effective settings, characters and plots in coherent narratives.</i>	
	<i>GDS: Describe characters effectively beginning to describe emotions and feelings.</i>	
	<i>GDS: Beginning to use figurative language within writing (similes/metaphors).</i>	
	<i>GDS: Begin to vary sentence openers (for effect?).</i>	
<i>GDS: In non-fiction writing begin to use subject-specific language effectively and organise structures appropriately.</i>		
GRAMMAR	Choose the grammar for a purpose and audience: Some schools have simplified/ added to these – use simplified forms below?	Write a range of sentences with more than one clause by using a wider range of conjunctions ( <i>when, before, after, while, so because, although</i> ). Use conjunctions to begin to create more complex sentences with a subordinate clauses To know and be able to write a simple and compound sentence using a range of conjunctions in independent writing
		Add detail and precision through expanding noun phrases using pre-modification (secure and extend from Year 2).
		Use present and past tense correctly, including use of the present perfect instead of the simple past.
		Express time, place, cause and enhance cohesion using adverbs ( <i>soon, therefore, finally</i> ) and prepositions, including prepositional phrases ( <i>during the night, before breakfast, because of the rain</i> ).
		<i>GDS: Use fronted adverbials for effect with accurate punctuation.</i>
PUNCTUATION	Demarcate sentences accurately throughout using capital letters, end punctuation and commas in lists (secure from Year 2).	
	Use inverted commas to punctuate direct speech.	

	<p>Begin to use apostrophes for contraction and singular possession correctly (secure from Year 2).</p> <p><i>GDS: Use commas mostly correctly to mark grammatical boundaries.</i></p> <p><i>GDS: Use the possessive apostrophe accurately.</i></p>			
TRANSCRIPTION	<p>Spell most words correctly that have been previously taught, including...</p> <ul style="list-style-type: none"> <li>• common exception words from KS1;</li> <li>• previously taught homophones;</li> <li>• those with known prefixes and suffixes.</li> </ul>			
	<p>Use and spell correctly many words from the Year 3 / Year 4 spelling list taught that year.</p>			
	<p>Use phonic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly.</p> <p>Spell unknown words using phonic knowledge, knowledge of prefixes and suffixes and etymology (Word list gives examples) e.g. un, dis, in, im, re, sub, inter, super, anti, auto, ation, ly, ous</p> <table border="1" style="margin-left: 20px;"> <tr> <td>some</td> <td>many</td> <td>most</td> </tr> </table>	some	many	most
	some	many	most	
<p>Use joined up writing consistently and independently.</p>				

## Year 4

COMPOSITION: PURPOSE & AUDIENCE	<p>Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.</p>
	<p>Write using a rich and varied vocabulary appropriate to purpose and form.</p>
	<p>Write narratives with a clear plot and describe settings and characters.</p>
	<p>Make appropriate choices about the balance of using direct speech within narratives.</p>
	<p>Use paragraphs to organise ideas around a theme, e.g. making use of topic sentence in non-narrative.</p>
	<p>Use pronouns and nouns within and across sentences to aid cohesion and avoid repetition.</p>
	<p>Evaluate the effectiveness of writing and suggest improvements.</p>
	<p>Proofread for spelling and punctuation errors and propose changes to grammar and vocabulary to improve consistency</p>
	<p><i>GDS: In narratives, start to develop atmosphere by using techniques such as short sentences to speed up action.</i></p>
	<p><i>GDS: Describe characters effectively describing emotions and feelings. Use direct speech in narratives to show character.</i></p>
	<p><i>GDS: Use figurative language to create images for the reader.</i></p>
<p><i>GDS: In non-fiction writing use subject-specific language effectively and organise structures appropriately.</i></p>	



GRAMMAR	Choose language to suit the purpose and audience:	Write a range of sentences with more than one clause by using a wider range of conjunctions ( <i>when, before, after, while, so because, although</i> ). Vary sentence structures and openings
		Use of pronoun or noun within and across sentences to aid cohesion and avoid repetition
		Add detail and precision through expanding noun phrases (modification before the noun and prepositional phrases after the noun). (e.g. ‘the teacher’ expanded to ‘the strict maths teacher with the curly hair’)
		Make accurate use of present and past tense including simple, progressive and perfect forms (secure from Year 2 and 3).
		Use Standard English verb inflections, instead of local dialect forms ( <i>we were</i> instead of <i>we was</i> ; <i>I did</i> instead of <i>I done</i> ).
		Express time, place, cause and enhance cohesion using adverbs and adverbials, sometimes fronted, including prepositional phrases (e.g. <i>therefore, soon, finally, before dark, during break, in the cave, because of Fred</i> ).
PUNCTUATION	Demarcate sentences accurately throughout using capital letters and end punctuation (secure from Year 2).	
	Use commas after fronted adverbials Begin to use commas to mark clauses in complex sentence structures	
	Use inverted commas and other punctuation to indicate direct speech accurately. Use the rules for direct speech, punctuating mostly accurately and laying out appropriately. Begin to vary reported clauses	
	Mostly use apostrophes correctly (contraction, singular and plural possession). (eg. girls’ girl’s)	
	<i>GDS: Use commas and/ or ellipsis to create greater effect in writing.</i>	
	<i>GDS: Use commas to mark clauses in complex sentence structures.</i>	
TRANSCRIPTION	Spell correctly words that have been previously taught, including... <ul style="list-style-type: none"> <li>• common exception words from KS1;</li> <li>• previously taught homophones;</li> <li>• those with known prefixes and suffixes.</li> </ul>	
	Use and spell correctly <b>most</b> words from the Year 3 / Year 4 spelling list and words of similar difficulty.	
	Use phonic knowledge and morphology to make good attempts at, and check the spelling of, unknown words. Spell many unknown words using phonic knowledge and knowledge of suffixes and prefixes (Word list gives examples) e.g. un, dis, in , im, re, sub, inter, super, anti, auto, tion, sion, cian, ture, ly,	
	Use joined up writing consistently, independently and fluently	

## Year 5

COMPOSITION: PURPOSE & AUDIENCE	<p>Write for a range of purposes and audiences, selecting language that shows some awareness of the reader (e.g. simplifying vocabulary for a young audience; maintaining impersonal language in a more formal information text). (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 begin to develop atmosphere ('show not tell').</p>	
	<p>Use dialogue in narratives to convey character or advance the action.</p>	
	<p><b>In non-fiction maintain an appropriate style and vocabulary to maintain the reader's interest throughout.</b></p>	
	<p>Use a range of devices to build cohesion within and across paragraphs:</p> <ul style="list-style-type: none"> <li>• secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition;</li> <li>• link ideas using adverbials of time, place and number;</li> <li>• link ideas using tense choices (e.g. <i>he had seen her before</i> instead of <i>he saw her before</i>).</li> <li>• Where appropriate use sub headings for text organization</li> </ul>	
	<p>Make choices in drafting and revising writing, showing understanding of how these enhance meaning.</p>	
	<p>Proofread for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).</p>	
	<p><i>GDS: When appropriate, close text with reference to its opening.</i></p>	
	<p><i>GDS: Experiment with sentence order for impact on the reader.</i></p>	
	<p><i>GDS: Begin to experiment, when writing independently, by making choices such as using hybrid texts</i></p>	
<p><i>GDS: Select and vary vocabulary and grammatical structures that reflect the level of formality.</i></p>		
GRAMMAR	<p>Select appropriate grammar and vocabulary to change and enhance meaning:</p>	<p>Use a range of verb forms, particularly the perfect, to mark relationships of time and cause. Use the correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p>
		<p>Use varied vocabulary and begin to create figurative language devices to have an impact on meaning and create effect</p>
		<p>Use modals and adverbs to indicate possibility.</p>
		<p>Experiment with using different prepositions and their effect on meaning.</p>
		<p>Convey complicated information concisely by using pre- and post-modification of nouns, including relative clauses.</p>
		<p>Use a range of clause structures, sometimes varying their position within in the sentence for effect (secure and extend from Year 4).</p>

	Use the rules for direct speech and understand the difference between direct and reported speech and securing the appropriate layout <i>GDS: Begin to use different verb forms to create different effects in writing.</i>
PUNCTUATION	Demarcate a range of sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech (secured from Year 4).
	Indicate parenthesis using brackets, commas or dashes.
	Use punctuation to ensure meaning is clear, particularly commas for clarity.
	<i>GDS: Begin to use punctuation for different effects in writing.</i>
	<i>GDS: Some correct use of semi colons, dashes, colons and hyphens.</i>
TRANSCRIPTION	Spell correctly words that have been previously taught, including... <ul style="list-style-type: none"> <li>• common exception words from KS1;</li> <li>• Year 3/4 statutory words;</li> <li>• previously taught homophones.</li> </ul>
	Use and spell correctly <b>many</b> words from the year 5 / year 6 spelling list according to list taught that year and other words of similar difficulty.
	Make good attempts at, and check the spelling of, some uncommon or more ambitious vocabulary and spell common homophones correctly
	Write fluently and legibly with increasing speed.

## Year 6

COMPOSITION: PURPOSE & AUDIENCE	WTS: Write for a range of purposes.
	<b>EXS: 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).</b>
	[From Y6 PoS: this must include examples of more formal writing.]
	<i>GDS: 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>
	WTS: In narratives, describe settings and characters.
	<b>EXS: In narratives, describe settings, characters and atmosphere.</b>
	<b>EXS: Integrate dialogue in narratives to convey character and advance the action.</b>
	WTS: Use paragraphs to organise ideas.
	WTS: In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).
	<b>EXS: Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.</b>
From PoS: Make choices in drafting and revising writing, showing understanding of how these enhance meaning.	
From PoS: Proof read for spelling, punctuation and grammatical errors (e.g. subject/verb agreements, tense use).	

GRAMMAR	<p><b>EXS: 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).</b></p>	
	<p><b>EXS: Use verb tenses consistently and correctly throughout their writing.</b></p>	
	<p><i>GDS: Distinguish between the language of speech and writing and choose the appropriate register.</i></p>	
	<p><i>GDS: Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</i></p>	
PUNCTUATION	WTS: Use ... mostly correctly	capital letters.
		full stops.
		question marks.
		commas for lists.
	<p><b>EXS: Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech).</b></p>	
<p><i>GDS: 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></p>		
TRANSCRIPTION	WTS: Spell correctly most words from the year 3 / year 4 spelling list, and some words from the year 5 / year 6 spelling list.	
	<p><b>EXS: 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.</b></p>	
	WTS: Write legibly.	
	<p><b>EXS: Maintain legibility in joined handwriting when writing at speed.</b></p>	