

Whaley Thorns Primary School and Nursery

Writing Progression Grid



This grid is cumulative. Children should demonstrate the key features of previous year groups in their writing, in addition to new content taught.

	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Handwriting	<p>Literacy 31-36 months To make marks in different media. To use pincer grip in play to hold small objects, cards & when eating food.</p> <p>Literacy 37-42 months To show variation in shape & form in mark making. To engage in mark making in their play.</p> <p>Literacy 43-48 months To recognise & write some letters from own name.</p> <p>Literacy 49-54 months To use groups of letters or letter like shapes when writing.</p> <p>Literacy 55-60 months To segment CVC words & use appropriate letters to represent sounds in their writing.</p> <p>Literacy 61-66 months To write simple sentences which can be read by themselves & others, with some words spelt correctly & others phonetically plausible.</p> <p>Physical 25-30 months To move up and down a step/slope maintaining balance, hold and manipulates tools and equipment using a fist or pincer grip.</p> <p>Physical 31-36 months To climb using hands and feet & use equipment that requires pulling & pushing.</p> <p>Physical 37-42 months To walk up steps using alternating feet, one foot to each step. To use resources that require twisting, turning & rotating.</p> <p>Physical 43-48 months To use cross-lateral movement to move forwards & negotiate space, moving through tunnels, dens or when on a wheeled vehicle. To turn pages of a book.</p> <p>Physical 49-54 months To move with confidence in a range of ways, negotiating space & use one handed equipment with control.</p> <p>Physical 55-60 months To adjust speed & direction & use precision to control & manipulate resources & small equipment.</p> <p>Physical ELGs: To show good control and co-ordination in large and small movements. To move confidently in a range of ways, safely negotiating space. To handle equipment and tools effectively, including pencils for writing.</p> <p>Literacy ELG: To write simple sentences which can be read by themselves and others.</p>	<p>To sit correctly at a table, hold a pencil comfortably and correctly, using a tripod grip.</p> <p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>To write (pre-cursively) in lower-case in the correct direction, starting and finishing on the line with a good level of consistency.</p> <p>To form capital letters, correctly orientated and starting/ finishing in the right place with a good level of consistency.</p> <p>To form digits 0-9 correctly.</p>	<p>To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>To cursively form lower case letters of the correct size, relative to one another, in preparation for joining.</p> <p>To begin to develop the diagonal and horizontal strokes in preparation for joining letters.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>To write capital letters (knowing these are not joined) and digits of the correct size, orientation and relationship to one another and to lower case letters.</p>	<p>To develop and use a neat, joined handwriting style.</p> <p>To continue to practise the formation of diagonal and horizontal joins and recognise when each is used.</p> <p>To recognise which letters are best left un-joined (e.g. capital letters and others identified in teaching).</p>	<p>To improve the speed, legibility, consistency and quality of joined handwriting.</p> <p>To confidently use diagonal and horizontal joining strokes in independent writing to increase fluency.</p> <p>To space lines of writing sufficiently so that the ascenders and descenders of letters do not touch.</p> <p>To form the downward strokes of letters so that they are parallel and equidistant.</p>	<p>To write neatly, legibly and fluently.</p> <p>To increase the speed of handwriting so that fluency enables ideas to be effectively captured.</p> <p>To show understanding about which standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p>	<p>To write neatly, legibly, fluently and with increasing speed.</p> <p>To consciously differentiate handwriting standard according to task e.g. note-making versus best-writing.</p> <p>To recognise when to use an un-joined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>
Punctuation	<p>Literacy 67+ months To use key features of narrative in their own writing.</p> <p>Literacy ELG: They write simple sentences which can be read by themselves and others.</p>	<p>To write sentences starting with a capital letter and ending with a full stop.</p> <p>To use capital letters for the names of people, places, the days of the week (proper nouns) and the personal pronoun 'I'.</p>	<p>To write correctly punctuated exclamations and questions.</p> <p>To understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p>	<p>To use commas to separate clauses in a sentence (e.g. before conjunctions in a sentence).</p> <p>To introduce inverted commas to identify direct speech in a sentence.</p>	<p>To use inverted commas and other punctuation to indicate direct speech (including a comma after the reporting clause and end punctuation within inverted commas).</p> <p>To use a comma after a <u>fronted</u> adverbial.</p>	<p>To use brackets, commas or <i>dashes</i> for parenthesis.</p> <p>To use commas to clarify meaning or avoid ambiguity.</p>	<p>To use a semi-colon or a dash to mark the boundary between independent clauses.</p> <p>To use a colon to introduce a list and use of semi-colons within lists.</p>

		<p>To separate words with finger spaces.</p> <p>To recognise exclamations and use exclamation marks.</p> <p>To ask questions and use question marks.</p>	<p>To use commas to separate items in a list.</p> <p>To begin to use commas to separate clauses in a sentence (e.g. before conjunctions in a sentence).</p> <p>To use apostrophes of omission for contractions.</p> <p>To use possessive apostrophes for regular singular nouns.</p>	<p>To use a comma after a <u>fronted</u> adverbial.</p>	<p>To use possessive apostrophes for regular singular and plural nouns e.g. the girl's name (singular) the girls' names (plural).</p>		<p>To use bullet points for a list (ensuring consistency in punctuation).</p> <p>To use hyphens to avoid ambiguity (e.g. man eating shark versus man-eating shark).</p>
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		Children should be able to identify all word classes within a sentence at the appropriate level						
		Word Classes						
Grammar	Word Classes		To introduce, identify, use and understand the function of verbs, nouns and adjectives.	To continue to recognise and use verbs, nouns and adjectives. Introduce adverbs and determiners.	To continue to recognise and use verbs, nouns, adjectives, adverbs and determiners. Introduce pronouns, prepositions synonyms and antonyms.	To continue to recognise and use verbs, nouns, adjectives, adverbs, determiners, pronouns and prepositions, synonyms and antonyms. Introduce possessive pronouns (such as hers, theirs, the boy's, my, mine etc.).	To continue to recognise and use verbs, nouns, adjectives, adverbs, determiners, pronouns (including possessive), prepositions synonyms and antonyms. Introduce modal verbs, relative pronouns.	To continue to recognise and use verbs, nouns, adjectives, adverbs, determiners, pronouns (including possessive), prepositions synonyms, antonyms. modal verbs and relative pronouns. Introduce passive and active verbs and subjunctives.
	Sentence Level Grammar	<p>Speaking 31-36 months To use more vocabulary including descriptive language and words which explore form or function.</p> <p>Speaking 43-48 months To make plans and describes them to others.</p> <p>Speaking 49-54 months To use past, present and future tenses appropriately in speech.</p> <p>Speaking 55-60 months To express themselves using extended language, for example by utilising connectives or added details. To use talk correctly to organise, sequence, and clarify thinking, ideas, feelings and events.</p> <p>Speaking 67+ months To use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</p> <p>Speaking ELG To express themselves effectively, showing awareness of listeners' needs. To use past, present and future forms accurately when talking about events that have happened or are to happen in the future. To develop their own narratives and explanations by connecting ideas or events.</p>	<p>To use adjectives to create simple noun phrases (e.g. <i>The hissing cat</i> or <i>A green train</i>).</p> <p>To introduce conjunction as a joining word.</p> <p>To join words and clauses using the conjunction 'and'.</p>	<p>To understand and use "a" (preceding a consonant) and "an" (before a vowel or a word beginning with "h").</p> <p>To use expanded noun phrases for description and specification (for example, the blue butterfly, some plain flour, a grey horse)</p> <p>To recognise and use the grammatical patterns of a: - Statement – to convey a fact, opinion or idea in a sentence that ends with a full stop. - Question – to write a sentence ending with a question mark. - Exclamation – to write a sentence ending with an exclamation mark - Command - to use the imperative form of a verb: <i>give, take etc.</i></p> <p>To use a range of time conjunctions in writing such as: <i>first, then, next, after, afterwards, before, suddenly, soon, later, finally, in the end.</i></p> <p>To join two sentences to create a compound sentence using the coordinating conjunctions: <i>so, and, or, but</i> E.g. <i>The man walked his dog, and it started to rain.</i></p> <p>To write a complex sentence using subordinating conjunctions to add extra information: <i>when, if, that, because</i> E.g. <i>I stroked the cat that lived further up the street.</i></p> <p>To recognise and write in present progressive (continuous) tense: "to be" + "-ing" I am playing He/she is playing</p>	<p>To remember to use "a" (preceding a consonant) and "an" (before a vowel or a word beginning with "h").</p> <p>To understand that pronouns can be used instead of nouns to avoid repetition.</p> <p>To understand that fronted adverbials are words or phrases that tell us how, when, where or why something happens. (To describe the action that follows).</p> <p>To join sentences with a wider range of co-ordinating conjunctions such as: <i>and, but, or, so, for, nor, yet:</i> E.g. <i>The boy ate his dinner quickly, so he could go out to play.</i></p> <p>To construct sentences using a wider range of subordinating conjunctions, to add extra information, such as: <i>if, since, although, when, as, while, after, before, until, because.</i> E.g. <i>We go out to play, although it is raining.</i></p> <p>To express time, place and cause using:</p> <ul style="list-style-type: none"> Conjunctions: <i>when, before, after, while, so, because of, finally</i> Adverbs: <i>then, next, soon, therefore, since, even though</i> Prepositions: <i>before, after, during, in, because of</i> <p>To recognise and write using the present perfect form of verbs: "has/have" + past participle:</p>	<p>To vary the use of nouns and pronouns appropriately for clarity, cohesion and to avoid repetition.</p> <p>To understand and use further prepositions: <i>at, underneath, since, towards, beneath, beyond</i></p> <p>To understand and use possessive pronouns: <i>yours, mine, theirs, ours, hers, his, its</i></p> <p>To use fronted adverbials to describe how, when, where or why something happens. (To describe the action that follows).</p> <p>To understand and use noun phrases that are expanded with modifying adjectives, nouns and prepositional phrases: E.g. <i>Instead of 'the old lady', 'The quiet, old lady next door.'</i></p> <p>To extend or join sentences using a wide range of co-ordinating conjunctions: <i>and, but, or, so, for, nor, yet</i> E.g. <i>The boy ate his dinner quickly, so he could go out to play.</i></p> <p>To add extra information to sentences using a wide range of subordinating conjunctions: <i>if, since, although, when, as, while, after, before, until, because.</i> E.g. <i>We went out to play, although it was raining.</i></p> <p>To further develop the range of conjunctions used. E.g. <i>whilst, eventually, after a while, earlier, meanwhile, during, currently, as a result, due to, in order, although, in conclusion, for example, nevertheless.</i></p>	<p>To understand and use relative pronouns: <i>who, which, that, who, whose</i></p> <p>To understand and indicate degrees of possibility using modal verbs such as: <i>might, should will, must etc.</i></p> <p>To further develop the range of conjunctions used. E.g. <i>currently, ultimately, simultaneously, concurrently, meanwhile, subsequently, formerly, previously, consequently, nevertheless, despite, accordingly, furthermore, on the other hand.</i></p> <p>To include relative clauses to add detail that begin with: <i>who, which, where, when, whose, that etc.</i></p> <p>To link ideas across paragraphs using adverbials of time.</p> <p>To use a range of informal and formal language in speech and writing.</p>	<p>To indicate degrees of possibility using a wider range of modal verbs such as: <i>might, should will, must, perhaps, must, should, could, maybe, occasionally etc.</i></p> <p>To further develop the range of conjunctions used. E.g. <i>currently, ultimately, simultaneously, concurrently, meanwhile, subsequently, formerly, previously, consequently, nevertheless, despite, accordingly, furthermore, on the other hand.</i></p> <p>To understand the difference between passive and active voice.</p> <p>To formalise writing through use of the passive voice.</p> <ul style="list-style-type: none"> Active voice: I broke the window in the greenhouse. Passive voice: The window in the greenhouse was broken. <p>To identify and use the subjunctive form for formal writing: <i>If I were you...</i></p> <p>To use a range of informal and formal language in speech and writing.</p>

			<p>To recognise and write in past progressive (continuous) tense: She <u>was running</u> in the playground.</p> <p>To recognise and write consistently in simple present tense, showing subject-verb agreement: E.g. I like (NOT I likes) he/she likes (NOT he/she like)</p> <p>To identify the difference between informal and formal language in speech and writing.</p>	<p><i>She <u>has gone</u> to the shops, instead of: She <u>went</u> to the shops. (Present perfect form always contains have or has.)</i></p> <p>To identify informal and formal language in speech and writing.</p>	<p>To understand and use – past perfect continuous tense: 'had' + past participle + 'ing' Steven had been running</p> <p>To identify and use informal and formal language in speech and writing.</p>		
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Sentence Structure

(Bold statements are broken down into suggested small steps)

<p>To understand what a word is.</p> <p>To understand what a sentence is (a unit of sense).</p> <p>To compose simple sentences orally and in writing.</p> <p>Speaking 31-36 months To use more vocabulary including descriptive language and words which explore form or function.</p> <p>Speaking 43-48 months To make plans and describes them to others.</p> <p>Speaking 49-54 months To use past, present and future tenses appropriately in speech.</p> <p>Speaking 55-60 months To express themselves using extended language, for example by utilising connectives or added details. To use talk correctly to organise, sequence, and clarify thinking, ideas, feelings and events.</p> <p>Speaking 67+ months To use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.</p> <p>Speaking ELG To express themselves effectively, showing awareness of listeners' needs. To use past, present and future forms accurately when talking about events that have happened or are to happen in the future. To develop their own narratives and explanations by connecting ideas or events.</p>	<p>To understand what a simple sentence is. - Identify simple sentences when reading and writing. - Write simple sentences.</p> <p>To change a simple sentence into a compound sentence by adding the conjunction 'and'.</p>	<p>To understand the difference between a simple sentence and a compound sentence. - Identify simple sentences and compound sentences when reading and writing. - Change simple sentences into compound sentences by adding conjunctions.</p> <p>To use some subordination within writing using the words <i>when, if</i> and <i>that</i> to add extra information to sentences.</p>	<p>To begin to understand what a complex sentence is. - Understand what a main clause is. - Identify main clauses within a complex sentence. - Identify subordinate clauses in the final position. - Add modelled subordinate clauses in final position to main clauses to make complex sentences. - Use a wider range of subordinating conjunctions to create complex sentences.</p>	<p>To understand the difference between simple, compound and complex sentences. - Identify the 3 types of sentences in reading and writing. - Sort and categorise the 3 types of sentences. - Identify the components of the different sentences (see previous years).</p> <p>To understand how to embed a subordinate clause <u>in the middle</u> of a complex sentence.</p> <p>To understand how to use a subordinate clause at the beginning of a complex sentence. - Explore moving the subordinate clause around to the 3 different positions (beginning, middle and end) in a complex sentence.</p>	<p>To use subordinate clauses in the beginning, embedded and final positions within a complex sentence.</p> <p>To explore writing sentences using brackets, dashes and commas for parenthesis.</p> <p>To understand how to use relative clauses (starting with the relative pronouns: who, which, when, that, whose, whom). - Explore relative clauses in the middle and at the end of a complex sentences.</p> <p>To begin to use a variety of lengths of sentences for effect For example: - Short sentences for tension and suspense - Questions for suspense. - One word sentences - Rhetorical questions - Power of 3 (e.g. Shaking, sweating and panting, he ran from the dark figure that chased him.)</p>	<p>To use subordinate/ relative clauses in various positions within a complex sentence. - Experiment with changing the order of clauses in a sentence for effect. - Vary use of 3 types of complex sentences. - Write sentences with more than one subordinate clause.</p> <p>To use a variety of lengths of sentences for effect. For example: - Short sentences for tension and suspense - Questions for suspense. - One word sentences - Rhetorical questions - Power of 3 (e.g. Shaking, sweating and panting, he ran from the dark figure that chased him.)</p> <p>To write sentences using the subjunctive mood. - Use the structure of the subjunctive mood within formal writing. (If I were... Were we to... If it were possible...)</p>
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Composition – Plan, Write, Proof-Read, Edit and Draft

<p>Literacy 49-54 months To ascribe meaning to marks they make.</p> <p>Literacy 55-60 months To segment CVC words & use appropriate letters to represent sounds in their writing.</p> <p>Literacy 61-66 months To use their phonic knowledge to write words in ways which match their spoken sounds. To write some common irregular words.</p> <p>67+ months To spell phonetically regular words of more than one syllable as well as many irregular but high frequency words. To use key features of narrative in their own writing.</p> <p>ELGs: To develop their own narratives and explanations by connecting ideas or events. To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p>Expressive Arts & Design 49-54 months To play cooperatively as part of a group to develop & act out a narrative.</p> <p>Expressive Arts & Design 55-60 months To select appropriate resources & adapt work where necessary to create & change a piece of music, art, a picture or model. To introduce a storyline or narrative into their play.</p> <p>ELG: To represent their own ideas, thoughts & feelings through design & technology, art, music, dance, role play & stories.</p>	<p>To plan writing by:</p> <ul style="list-style-type: none"> Verbally retelling/ drawing events/ideas. Identifying key words and new vocabulary <p>To orally rehearse a sentence before writing.</p> <p>To sequence sentences to form short narratives or recounts, including non-fiction.</p> <p>To re-read own sentence/s to check it makes sense.</p> <p>To edit sentence/s to correct simple errors.</p> <p>To share what has been written with the teacher or other pupils, with a view to improve it.</p> <p>To read own writing aloud and clearly enough to be heard by peers and the teacher.</p> <p>To produce a final draft of a piece of writing.</p>	<p>To plan writing by:</p> <ul style="list-style-type: none"> Verbally retelling/ drawing events/ideas. Identifying key words and new vocabulary <p>To orally rehearse sentences before writing.</p> <p>To sequence sentences to form narratives or recounts.</p> <p>To edit, add to and correct simple errors in writing by:</p> <ul style="list-style-type: none"> Peer discussion and marking Re-reading to check that it makes sense Proof-reading for spelling, grammar and punctuation. <p>To read own writing aloud and clearly enough to be heard by peers and the teacher.</p> <p>Through reading and writing, identify <i>narrative</i> written in the past and present tense.</p> <p>To produce a final draft of a piece of writing.</p>	<p>To plan settings, characters and plot in fictional narratives drawing on reading and modelled examples.</p> <p>To plan non-fiction using simple organisational devices in work drawing on reading and modelled examples.</p> <p>To organise and plan paragraphs around a theme (e.g. build up, main events, resolution).</p> <p>To compose and rehearse sentences orally (including dialogue).</p> <p>To proofread work for errors in spelling, punctuation, vocabulary and grammar.</p> <p>To edit work, learning from the effectiveness of own and others' writing to make improvements.</p> <p>To read own writing to a partner, group or class demonstrating confidence and appropriate volume.</p> <p>To produce a final draft of a piece of writing.</p>	<p>To plan and develop settings, characters and plot in fictional narratives, and non-fiction (using a wider range of organisational devices) drawing on reading and modelled examples, adapting form and style to show awareness of audience.</p> <p>To organise paragraphs around a theme, linking them when appropriate.</p> <p>To continue to compose and rehearse sentences orally (including dialogue).</p> <p>To proofread work; checking for errors in spelling, punctuation, vocabulary and grammar.</p> <p>To edit writing, learning from the effectiveness of own and others' writing and making improvements.</p> <p>To read own writing to a partner, group or class using appropriate intonation/volume to make the meaning clear.</p> <p>To produce a final draft of a piece of writing.</p>	<p>To plan all writing (drawing on modelled examples) by identifying the purpose and target audience; selecting the appropriate form/register, noting initial ideas using reading/ research and consider how an author has developed characters and settings.</p> <p>To describe settings, characters and atmosphere, and use dialogue to convey character and advance the action.</p> <p>To use other devices in non-fiction (e.g. headings, bullet points and diagrams) to organise and present writing.</p> <p>To change paragraph cohesively, accurately and consistently.</p> <p>To use a variety of creative techniques to engage the reader (e.g. build tension, comment, opinion, rhetorical questions, reflection).</p> <p>To use a variety of stylistic features/figurative language for purpose and effect (e.g. alliteration, similes, metaphors, personification).</p> <p>To proofread work; checking for errors in spelling, punctuation, grammar (including tense), vocabulary and for repetition or irrelevant details.</p> <p>To edit own and others' writing; learning from high quality examples; making improvements to sentence structure, grammar, vocabulary and formality/register.</p> <p>To confidently read/perform own writing to a partner, group or class using appropriate intonation/volume to make the meaning clear.</p>	<p>To plan all writing (drawing on modelled examples) by identifying the purpose and target audience; selecting the appropriate form/register, noting initial ideas using reading/ research and consider how a range of authors have developed characters and settings.</p> <p>To describe settings, characters and atmosphere, and use dialogue to convey character and advance the action.</p> <p>To use other devices in non-fiction (e.g. headings, bullet points and diagrams) to organise and present writing.</p> <p>To change paragraph cohesively, accurately and consistently.</p> <p>To use a variety of creative techniques to engage the reader (e.g. build tension, comment, opinion, rhetorical questions, reflection, expansion of key events and detailed characterisation).</p> <p>To use a variety of stylistic features/figurative language for purpose and effect (e.g. alliteration, similes, metaphors, personification, puns and emotive phrases).</p> <p>To establish and maintain a clear purpose and choose relevant content to inform/engage the reader.</p> <p>To proofread work; checking for errors in spelling, punctuation, grammar (including tense), vocabulary, and for repetition or irrelevant details.</p> <p>To edit own and others' writing; learning from high quality examples; making improvements to sentence structure, grammar, vocabulary and formality/register.</p> <p>To expertly read/perform own compositions using appropriate intonation, volume and movement so that meaning is clear.</p>
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