Charlestown Primary School

Writing Progression Nursery - Year 6

#AsOne

3-4 year olds	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Development Matters statements (non-statutory curriculum guidance for EYFS to be used during the year).	*Development Matters statements (non-statutory curriculum guidance for EYFS to be used during the year).*	**Composition: Purpose and Audience**					
Elements of Speaking will contribute to writing.

Understand the five key concepts about print: print has meaning; print can have different purposes; we read English text from left to right and from top to bottom; | Elements of Fine Motor Skills and Speaking will contribute to writing.

Form lower-case and capital letters correctly.

Spell words by identifying the sounds and then writing the sound with letter/s. | Choose to write for a variety of purposes and in a variety of contexts (secure from Foundation Stage).

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. | WTS: Write sentences that are sequenced to form a short narrative (real or fictional).

EXS: Write simple, coherent narratives about personal experiences and those of others (real or fictional).

EXS: Write about real events, recording these simply and clearly. [From Y2 PoS: this is an expectation for all pupils.]

GDS: Write effectively and coherently for | Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.

Write using a rich and varied vocabulary.

In narrative, create simple settings, characters and plot.

Begin to use direct speech within narratives.

Use paragraphs as a way of grouping related material. | Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.

Write using a rich and varied vocabulary.

Write narratives with a clear plot, and describe settings and characters.

Make effective choices about using direct speech within narratives.

Use paragraphs to organise ideas around a | 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).

In narratives, describe settings, characters and begin to develop atmosphere ('show not tell'). | WTS: Write for a range of purposes.

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). [From Y6 PoS: this must include examples of more formal writing.]

GDS: Write effectively for a range of purposes and |

the names of the different parts of a book; page sequencing. Use some of their print and letter knowledge in their early writing. For example, write 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.	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. **ELG: Writing** (to be used as end of year assessment statements). Children at the expected level of development will: Write recognisable letters, most of which are		different purposes, drawing on their reading to inform the vocabulary and grammar of their writing. GDS: Make simple additions, revisions and proof-reading corrections to their own writing.	Evaluate the effectiveness of writing and suggest improvements. Proofread for spelling and punctuation (See Y3 age-related expectations for accuracy).	theme, e.g. making use of topic sentences in non-narrative. Use pronoun and nouns within and across sentences to aid cohesion and avoid repetition. Evaluate the effectiveness of writing and suggest improvements. Proofread for spelling and punctuation (see Year 4 age-related expectations for accuracy).	Use dialogue in narratives to convey character or advance the action. Use a range of devices to build cohesion within and across paragraphs: secure the use of pronouns or nouns within and across sentences to aid cohesion and avoid repetition; link ideas using adverbials of time, place and number; link ideas using tense choices (e.g. *he had seen her before* instead of *he saw her before*).	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). WTS: In narratives, describe settings and characters. EXS: In narratives, describe settings, characters and atmosphere. EXS: Integrate dialogue in narratives to convey character and

	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.					Make choices in drafting and revising writing, showing understanding of how these enhance meaning. Proofread for spelling, punctuation and grammatical errors (e.g. subject/verb agreement, tense use).	advance the action. 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). EXS: Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs.

| | | | | | | | 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** | | | | | |
| | | Combine words to form grammatically accurate sentences.

Join words and clauses using 'and'. | EXS: Use present and past tense mostly correctly and consistently. [From Y2 PoS: including use of the progressive form of verbs.] | Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so, because, although). | Write a range of sentences with more than one clause by using a wider range of conjunctions (when, before, after, while, so, because, although). | Select appropriate grammar and vocabulary to change and enhance meaning:

use a range of verb forms, particularly the perfect, to | EXS: Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted |

| | | | EXS: Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if/ that / because) to join clauses.

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. | 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 present perfect instead of the simple past.

Express time, place, cause and enhance cohesion using adverbs (soon, therefore, finally) and prepositions, including prepositional phrases (during the night, before breakfast, | Add detail and precision through expanding noun phrases (modification before the noun and prepositional phrases after the noun).

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 (*we were instead of we was; I did instead of I done*). | mark relationships of time and cause;

use modals and adverbs to indicate possibility;

convey complicated information concisely by using pre- and post-modification of nouns, including relative clauses; and,

use a range of clause structures, sometimes varying their position within the sentence for effect (secure and extend from Year 4). | forms in dialogue in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).

EXS: Use verb tenses consistently and correctly throughout their writing.

GDS: Distinguish between the language of speech and writing and choose the appropriate register.

GDS: Exercise an assured and conscious control over levels of |

				because of the rain).	Express time, place, cause and enhance cohesion using adverbs and adverbials, sometimes fronted, including prepositional phrases (e.g. *therefore, soon, finally, before dark, during break, in the cave, because of Fred*).		formality, particularly through manipulating grammar and vocabulary to achieve this.
Punctuation							
		Demark many sentences with capital letters and end punctuation (full stops, question marks and exclamation marks). Use capital letters for names and the	WTS: Demarcate some sentences with capital letters and full stops. EXS: Demarcate most sentences in their writing with capital letters and full stops, and use	Demarcate sentences accurately throughout using capital letters, end punctuation and commas in lists (secure from Y2). Use inverted commas to	Demarcate sentences accurately throughout using capital letters, end punctuation and commas in lists (secure from Y2). Use commas after fronted adverbials.	Demarcate sentences accurately throughout, using capital letters, full stops, question marks, exclamation marks and the punctuation of direct speech (secured from Year 4).	WTS: Use … mostly correctly: capital letters, full stops, question marks, commas for lists and apostrophes for contraction. EXS: Use the range of punctuation

		personal pronoun 'I'.	question marks correctly when required. GDS: Use the punctuation taught at KS1 mostly correctly.	punctuate direct speech. Use apostrophes for contraction and singular possession correctly (secure from Year 2).	Use inverted commas and other punctuation to indicate direct speech accurately. Use apostrophes correctly (contraction, singular and plural possession).	Indicate parenthesis using brackets, commas or dashes. Use punctuation to ensure meaning is clear, particularly commas for clarity.	taught at KS2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech). GDS: Use the range of punctuation taught at KS2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.
		Transcription					
		Use phonic knowledge and skills from FS and Year 1 to spell phonemically	WTS: Segment spoken words into phonemes and represent these by graphemes,	Spell correctly words that have been previously taught, including…	Spell correctly words that have been previously taught, including…	Spell correctly words that have been previously taught, including…	WTS: Spell correctly most words from the Year 3/4 spelling list and some words

regular words correctly and make phonically-plausible attempts at others.

Spell many Year 1 common exception words.

Spell many words with simple suffixes and prefixes correctly ('un', singular and plural 's' and 'es', verb endings 'ed', ing' and 'er', est').

Form lower-case letters in the correct direction, starting and finishing in the right place. | spelling some words correctly and making phonically-plausible attempts at others.

EXS: Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.

WTS: Spell some common exception words.

EXS: Spell many common exception words. | common exception words from KS1; previously taught homophones; and, those with known prefixes and suffixes.

Use and spell correctly many words from the Year 3/4 spelling list.

Use phonic knowledge and morphology to make plausible attempts at spelling unknown words, spelling some correctly.

Use joined up writing consistently and independently. | common exception words from KS1; previously taught homophones; and, those with known prefixes and suffixes.

Use and spell correctly most words from the Year 3/4 spelling list.

Use phonic knowledge and morphology to make good attempts at, and check the spelling of, unknown words.

Use joined up writing consistently, independently and fluently. | common exception words from KS1; Year 3/4 statutory words; and, previously taught homophones.

Use and spell correctly most words from the Year 5/6 spelling list.

Make good attempts at, and check the spelling of, some uncommon or more ambitious vocabulary.

Maintain legibility in joined handwriting when writing at speed. | from the Year 5/6 spelling list.

EXS: Spell correctly most words from the Year 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.

WTS: Write legibly.

EXS: Maintain legibility in joined handwriting when writing at speed. |

| | | Form capital letters and digits 0-9.

Separate words with spaces. | GDS: Spell most common exception words.

GDS: Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -ly).

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.

EXS: Form capital letters and digits of | | | | |

			the correct size, orientation and relationship to one another and to lower-case letters. GDS: Use the diagonal and horizontal strokes needed to join some letters. WTS: Use spacing between words. EXS: Use spacing between words that reflects the size of the letters.				