



Writing Progression at Plymouth Grove Primary School

Underpinning ELGs	EYFS		
<p>Self-Regulation</p> <ul style="list-style-type: none"> Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions <p>Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show 	Nursery		Reception
	Early	Mid	Late
	<p>Develop skills for writing:</p> <ul style="list-style-type: none"> Grip writing and drawing materials in palm of hand Make random marks - overlapping and layers of marks Engage with different writing materials and surfaces Understand that some surfaces may not be written on Begin to hold writing 	<p>Develop skills for writing:</p> <ul style="list-style-type: none"> Begin to combine letters, (from own name), and symbols in linear form Show awareness that writing conveys a message Communicate using letter strings Use one letter to represent a whole word Begin to write a variety of upper-case and lower-case shaped letters 	<p>Develop skills for writing:</p> <ul style="list-style-type: none"> Write for different purposes: labels, captions, lists, letters, stories, messages Understand that print has meaning which remains constant Use phonic knowledge to orally segment for spelling, hearing sounds, (developmentally), in the following order: <ol style="list-style-type: none"> Initial sounds

independence, resilience, and perseverance in the face of challenge

Listening, Attention and Understanding

- Engage in story times and learn new vocabulary
- Learn rhymes, poems, and songs
- Ask questions to clarify their understanding

Speaking

- Offer explanations for why things might happen, making use of recently introduced vocabulary
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases
- Begin to show accuracy and care when drawing

Understanding the World

- Understand the past through settings, characters and events encountered in books

materials in pincer grip

- Produce separate but linked shapes
- Attempt to make marks and separate symbols
- Attempt to close shapes making an inside and outside
- Combine shapes and lines
- May use either hand to make marks
- Randomly combine symbols and letters from own name
- Begin to understand that writing and drawing are different

- Know the sound of several letters
- Begin to notice familiar words
- Write first name but may mix the use of upper- and lower-case letters
- Attempt to write words independently relying on dominant sounds
- Practice own learning by writing the same word combinations over and over
- Begin to segment sounds in words and link them to known graphemes
- Begin to 'write' in a left to right direction
- Begin to form letters correctly, echoing teacher modelling – 'all the way round, up, down, and flick'

2. Final sounds
3. Medial sounds

- 4. Dominant phonemes in longer words
- Clear enunciation of taught consonants
- Clear enunciation of taught short vowel sounds
- Begin to show an awareness of upper-case letters at the start of a sentence and a full stop at the end
- Spell 'tricky' words appropriate to phonic phase
- Write own name clearly
- Write recognisable letters, most of which are correctly formed
- Established left to right directionality for writing words and sentences
- Write simple phrases and sentences that can be read by others
- Re-reads own writing by applying phonic strategies
- Uses phonic phase mats to support the writing process
- Apply *Think it, Say it, Sound-talk it, Write it, Read it* - strategy when writing
- Begin to use a line guide to support letter orientation
- Recite simple sentences from memory based on

<ul style="list-style-type: none"> • Make observations and drawings of the natural world • Understand some important processes and changes in the natural world around them 			<p>core texts, following teacher modelling and practise writing independently</p>
		<p>Technical vocabulary to support early writing: Spatial and temporal relationships: up, down, first, last, before, after, next to Writing, mark making, drawing, picture, word, letter, alphabet, sounds Re-reading</p>	<p>Technical vocabulary to continue supporting early writing: Start, stop, form Right to left Upper-case, lower-case letter, full stop Finger space, label, caption, sentence Beginning, middle, end Phoneme, grapheme, digraph, trigraph, blend, segment Vowel, consonant <i>Think it, Say it, Sound-talk it, Write it, Read it – strategy</i> Consonant, vowel</p>

Underpinning ELGs	Year 1	Year 2
<p>Self-Regulation</p> <ul style="list-style-type: none"> • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and 	<p>Develop skills for writing:</p> <p>Handwriting:</p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly • Form letters starting and finishing in the right place for lower-case and upper-case letters 	<p>Develop skills for writing:</p> <p>Handwriting</p> <ul style="list-style-type: none"> • Form lower-case letters of the correct size relative to one another • Form upper-case letters and digits of the correct size, orientation and relationship to one another and lower-

show an ability to follow instructions involving several ideas or actions

Managing Self

- Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge

Listening, Attention and Understanding

- Engage in story times and learn new vocabulary
- Learn rhymes, poems, and songs
- Ask questions to clarify their understanding

Speaking

- Offer explanations for why things might happen, making use of recently introduced vocabulary
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases
- Begin to show accuracy and care when drawing

Understanding the World

- Understand the past through settings, characters and events encountered in books
- Make observations and drawings of the natural world
- Understand some important processes and changes in the natural world around them.

- Form digits 0-9
- Identify 'tall', 'tail' and 'short' letters and use line guides effectively to orientate letters
- Use finger spaces between words

Transcription:

- Orally segment words into phonemes (developmentally dependent)
- Apply *Think it, Say it, Sound-talk it, Write it, Read it* – strategy
- Locate phonemes on a phased alphabet mat as part of the writing process
- Use phonetically plausible graphemes to represent sounds in words
- Apply phonics to write simple words, captions or sentences dictated by the teacher at the appropriate phonic phase
- Use the 40+ phonemes including digraphs, trigraphs, split digraphs, alternative pronunciations when spelling words
- Begin to recognise alternative ways to represent phonemes
- Spell 'tricky' words by phonic phase
- Spell the days of the week
- Know letter names and alphabetic order
- Add suffixes using -ing, -ed, -er, -est
- Add suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
- Recognise the prefix un- in words (negation)
- Sequence sentences to form short narratives

case letters

- Begin to use diagonal and horizontal strokes needed to join letters
- Begin joining letters and understand which letters are best left unjoined
- Use spacing between words that reflects the size of the letters
- Retain consistency when progressing from a line guide support to writing in lined books

Transcription:

- Segment spoken words into phonemes and represent these, spelling many words correctly
- Apply *Think it, Say it, Sound-talk it, Write it, Read it* – strategy
- Recognise alternative spellings for phonemes
- Write from memory simple sentences dictated by the teacher that include common exception words and punctuation taught so far
- Spell common homophones
- Distinguish between near-homophones and homophones
- Spell words with contracted forms
- Use an apostrophe for possession (singular)
- Add suffixes to spell longer words: -ment, -ness, -fully, -less, -ly
- Use increasingly complex word mats to support transcription skills
- Develop stamina for writing and application of phonic code through

	<ul style="list-style-type: none"> ● Develop stamina for writing and application of phonic code through learning to recite known stories using sentences and actions – Talk for Writing 	<p>reciting known stories and use knowledge of story structure to innovate – Talk for Writing</p>
	<p>Develop knowledge of vocabulary, grammar, and punctuation:</p> <ul style="list-style-type: none"> ● Use finger spaces between words ● Join words and join clauses using ‘and’ ● Begin to punctuate sentences using a capital letter, full stop, question mark or exclamation mark ● Use a capital letter for names of people, places, days of the week and the personal pronoun ‘I’ ● Understand plural noun suffixes -s, -es ● Understand suffixes that can be added to verbs where no change is needed in the spelling of the root word ● Understand how the prefix -un changes the meaning of verbs and adjectives ● Understand how words combine to make sentences 	<p>Develop knowledge of vocabulary, grammar, and punctuation:</p> <ul style="list-style-type: none"> ● Use full stops, capital letters, exclamation marks, question marks correctly ● Begin to use commas for lists ● Begin to use apostrophes for contracted forms and the possessive (singular) ● Use sentences with different forms: statement, question, exclamation, command ● Use expanded noun phrases to describe and specify ● Use the present and past tenses correctly and consistently including the progressive form ● Use subordination (when, if, that, because), and coordination (or, and, but) ● Understand the formation of nouns using suffixes such as -ness, -er and compounding / compound words ● Understand the formation of adjectives using suffixes such as -ful, -less ● Understanding the use of suffixes -er, -est and the use of -ly to turn adjectives into adverbs
	<p>Develop knowledge of the compositional</p>	<p>Develop knowledge of the compositional</p>

	<p>skills for effective written communication within all subjects</p> <p>Structure writing through planning and improve it through revising and editing:</p> <ul style="list-style-type: none"> ● Know where to start writing on the page and the function of return sweep ● Know about the sequential structure of lists and instructions, and the positioning of labels within a diagram ● Use graphic organisers / writing frames with teacher modelling to plan for writing ● Rehearse sentences out loud before writing ● Sequence sentences to form a short narrative ● Reread own writing using phonic strategies to check for sense ● Discuss what they have written with the teacher or other pupils to identify effective features and next steps for learning ● Under teacher guidance, begin to correct errors using a coloured marking pencil ● Read aloud what has been written clearly enough to be heard by their peers and the teacher 	<p>skills for effective written communication within all subjects</p> <p>Structure writing through planning and improve it through revising and editing:</p> <ul style="list-style-type: none"> ● Write narratives about personal experiences and those of others, (real and fictional) ● Write about real events ● Write poetry ● Write for different purposes ● Write down ideas and/or key words, including new vocabulary using graphic organisers / writing frames to support planning ● Rehearse sentences out loud before writing ● Check oral sentences for sense ● Refer to phonic mats and word banks to support spelling ● Encapsulate what they want to say, sentence by sentence ● Evaluate their writing with the teacher and other pupils ● Re-read to check for sense and that verbs to indicate time are used correctly, including verbs in the continuous form ● Proof-read to check for errors and edit using a 'polishing' pen ● Read aloud what they have written with appropriate intonation to make the meaning clear
	<p>Refer to NC English Appendix 1 and 2</p>	<p>Refer to NC English Appendix 1 and 2</p>

	Terminology for pupils when discussing their writing: Letter, capital letter Word, singular, plural Sentence Punctuation, full stop question mark exclamation mark	Terminology for pupils when discussing their writing: Noun, noun phrase Statement, question, exclamation, command Compound, suffix, prefix Adjective, adverb, verb Tense (past, present) Apostrophe, comma
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Year 3	Year 4
<p>Develop skills for writing</p> <p>Handwriting:</p> <ul style="list-style-type: none"> ● Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ● Increase the legibility, consistency, and quality of their handwriting <p>Transcription:</p> <ul style="list-style-type: none"> ● Pupils working within Phase 1 – Phase 5 use phonic strategies, segmenting words into phonemes, and continue to use phonic mats to learn and apply the phonic code ● Use further prefixes and suffixes and understand how to add them ● Spell further homophones ● Spell words that are often misspelt ● Place the possessive apostrophe accurately in words with regular plurals (girls', boys') and in words with irregular plurals (children's) ● Use the first two or 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 and consolidate phonic knowledge for those pupils working within the phonic 	<p>Develop skills for writing</p> <p>Handwriting:</p> <ul style="list-style-type: none"> ● Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined ● Increase the legibility, consistency, and quality of their handwriting <p>Transcription:</p> <ul style="list-style-type: none"> ● Pupils working within Phase 1 – Phase 5 use phonic strategies, segmenting words into phonemes, and continue to use phonic mats to learn and apply the phonic code ● Use further prefixes and suffixes and understand how to add them ● Spell further homophones ● Spell words that are often misspelt ● Place the possessive apostrophe accurately in words with regular plurals (girls', boys') and in words with irregular plurals (children's) ● Use the first two or 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 and consolidate phonic knowledge for those pupils working within the phonic

<p>phases</p>	<p>phases</p>
<p>Develop knowledge of vocabulary, grammar, and punctuation:</p> <ul style="list-style-type: none"> ● Extend the range of sentences with more than one clause by using a wider range of conjunctions. Expressing time, place and cause using when, before, after, while, so, and because. Adverbs – then, next, soon, therefore. Prepositions – before, after, during, in, because of ● Use the present perfect form of verbs in contrast to the simple past tense ● Understand the formation of nouns using a range of prefixes such as super-, anti-, auto- ● Understand the use of the forms ‘a’ or ‘an’ according to whether the next word begins with a consonant or a vowel ● Understand word families based on common words, showing how words are related in form and meaning ● Understand paragraphs as a way to group related material ● Use headings and subheadings to aid presentation ● Begin to use inverted commas to punctuate direct speech ● Use and understand grammatical terminology accurately and appropriately when discussing their writing and reading 	<p>Develop knowledge of vocabulary grammar, and punctuation:</p> <ul style="list-style-type: none"> ● Use commas after fronted adverbials ● Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ● Use fronted adverbials ● Understand standard English forms for inflections instead of local spoken forms ● Indicate possession by using the possessive apostrophe with plural nouns ● Use and punctuate direct speech ● Use expanded noun phrases to convey complicated information concisely ● Use paragraphs to organise ideas around a theme ● Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition ● Use and understand grammatical terminology accurately and appropriately when discussing their writing and reading
<p>Develop knowledge of the compositional skills for effective written communication within all subjects</p> <p><i>Plan their writing:</i></p> <ul style="list-style-type: none"> ● Teacher modelling and discussion of writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar ● Discuss and record ideas using graphic organisers / writing frames <p><i>Draft and write:</i></p> <ul style="list-style-type: none"> ● Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. English Appendix 2 ● Plan and organise paragraphs around a theme 	<p>Develop knowledge of the compositional skills for effective written communication within all subjects</p> <p><i>Plan their writing:</i></p> <ul style="list-style-type: none"> ● Teacher modelling and discussion of writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar ● Discuss and record ideas using graphic organisers / writing frames <p><i>Draft and write:</i></p> <ul style="list-style-type: none"> ● Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. English Appendix 2 ● Plan and organise paragraphs around a theme

<ul style="list-style-type: none"> ● Create settings, characters, and plot in narratives ● Use simple organisational devices in non-narrative material such as headings and subheadings <p>Evaluate and edit:</p> <ul style="list-style-type: none"> ● Assess the effectiveness of their own and others' writing and suggesting improvements ● Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ● Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear ● Proof-read for spelling and punctuation errors ● Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading 	<ul style="list-style-type: none"> ● Create settings, characters, and plot in narratives ● Use simple organisational devices in non-narrative material such as headings and subheadings <p>Evaluate and edit:</p> <ul style="list-style-type: none"> ● Assess the effectiveness of their own and others' writing and suggesting improvements ● Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ● Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear ● Proof-read for spelling and punctuation errors ● Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading
<p>Refer to NC English Appendix 1 and 2 Terminology for pupils when discussing their writing: Preposition, conjunction Word family, prefix Clause, subordinate clause Direct speech Consonant, consonant letter vowel, vowel letter Inverted commas (or speech marks)</p>	<p>Refer to NC English Appendix 1 and 2 Terminology for pupils when discussing their writing: Determiner Pronoun, possessive pronoun Adverbial</p>

<p>Year 5</p>	<p>Year 6</p>
<p>Develop skills for writing: Handwriting:</p> <ul style="list-style-type: none"> ● Choose which shape of a letter to use when given choices and deciding whether or not to join letters ● Choose the writing implement that is best suited for a task 	<p>Develop skills for writing: Handwriting:</p> <ul style="list-style-type: none"> ● Choose which shape of a letter to use when given choices and deciding whether or not to join letters ● Choose the writing implement that is best suited for a task

Transcription:

- Pupils working within Phase 1 – Phase 5 use phonic strategies, segmenting words into phonemes, and continue to use phonic mats to learn and apply the phonic code
- Use further prefixes and suffixes and understand the guidance for adding them
- Spell some words with ‘silent’ letters
- Continue to distinguish between homophones and other words which are often confused
- Use knowledge of morphology and etymology in spelling and understand that certain words need 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, meaning or both of these in a dictionary
- Use a thesaurus

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Develop knowledge of vocabulary, grammar, and punctuation:

- Use modal verbs or adverbs to indicate degrees of possibility
- Use brackets, dashes or commas to indicate parenthesis
- Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e., omitted) relative pronoun
- Convert nouns or adjectives into verbs using suffixes such as, -ate, -ise, -ify
- Understand verb prefixes such as, dis-, de-, mis-, over-, re-
- Understand devices to build cohesion within a paragraph
- Understand linking ideas across paragraphs using adverbials of time, place and number or tense choices
- Using commas to clarify meaning or avoid ambiguity in writing
- Use and understand grammatical terminology accurately and appropriately when discussing their writing and reading

Develop knowledge of vocabulary, grammar, and punctuation:

- Use hyphens to avoid ambiguity
- Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Use passive verbs to affect the presentation of information in a sentence
- Understand how words are related by meaning as synonyms and antonyms
- Link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections such as the use of adverbials and ellipsis
- Understand layout devices – headings, sub-headings, columns, bullets, or tables to structure text
- Using semicolons, colons or dashes to mark boundaries between independent clauses
- Use a colon to introduce a list
- Punctuate bullet points consistently
- Use and understand grammatical terminology accurately and appropriately when discussing their writing and reading

Develop knowledge of the compositional skills for effective written communication within all subjects

Plan their writing:

- Identify the audience and purpose of the writing, selecting the appropriate for and using other similar writing as models for their own
- Note and develop initial ideas, drawing on reading and research where necessary using graphic organisers / writing frames
- In writing narratives, consider how authors have developed characters and settings in what pupils have previously read, listened to or seen performed

Draft and write:

- Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- In narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Precis longer passages
- Use a wide range of devices to build cohesion within and across paragraphs
- Use further organisational and presentational devices to structure text and to guide the reader. For example, headings, bullet points, underlining

Evaluate and edit:

- Assess the effectiveness of their own and others' writing
- Propose changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning
- Ensure the consistent and correct use of tense throughout a piece of writing
- Ensure correct subject and verb agreements when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- Proof-read for spelling and punctuation errors
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

**Refer to NC English Appendix 1 and 2
Terminology for pupils when discussing their writing:**

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Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear

**Refer to NC English Appendix 1 and 2
Terminology for pupils when discussing their writing:**

Modal verb, relative pronoun
Relative clause
Parenthesis, bracket, dash
Cohesion, ambiguity

Subject, object
Active, passive
Synonym, antonym
Ellipsis, hyphen, colon, semi-colon, bullet points

Documents:
National Curriculum 2013
Development Matters July 2021
Statutory framework for the EYFS 2021
Letters and sounds guidance 2007 / Twinkl SSP Programme
The Reading Framework July 2021 Teaching the foundations of literacy
EEF Improving Literacy in KS1 2020
EEF Improving Literacy in KS2 2021
OFSTED research review – English May 2022