ENGLISH WRITING PROGRESSION EYFS – Year 6

Year group	Spelling	Punctuation	Grammar	Handwriting	Composition	Suggested Text Types (to identify features of and write)
EYFS	Transcription: correct pencil grip, letter formation linked to phonics learning, writing own name, writing simple captions using known phonemes, writing simple sentences Composition: mark-making, giving meaning to mark-making, draw and label pictures, retell familiar stories, orally rehearse phrases/sentences, write phrases and simple sentences, reread writing to check it makes sense, begin to use capital letters and full stops with support,					Labels, captions, lists, cards, facts, storytelling, instructions, recounts, letters, short narratives
1	Spell: - words containing each of 40+ phonemes taught. - common exception words. - days of the week. Name: - letters of the alphabet in order. - use letter names to distinguish between alternative spellings of same sound. Add prefixes and suffixes: - -s, -es - un- - -ing, -ed, -er, -est where no change to root word needed. Write from memory simple sentences dictated by teacher including words using taught GPCs and common exception words.	Taught to: - leave spaces between words. - begin to punctuate sentences such as capital letter, full stop, question mark or exclamation mark. - use a capital letter for names of people, places, days of the week, personal pronoun 'I'.	Taught to: - join words and clauses using and. **Vocabulary pupils to use:** **letter** **capital letter** **word** **singular** **plural** **sentence** **punctuation** **full stop** **question mark** **exclamation mark**	Taught to: - sit correctly at table, holding pencil comfortably and correctly. - begin to form lower-case letters in correct direction, starting and finishing in correct place. - form capital letters. - form digits 0-9. - understand which letters are formed in similar ways and practise these.	<u>Content</u> Taught to: - sequence sentences to form short narratives. - begin to use storytelling language (e.g. Once upon a time). - begin to use simple adjectives (describing words) to describe objects. - write sentences about a range of sources (e.g. a photo, video, story or event). <u>Planning</u> Write sentences by: - saying out loud what going to write about. - composing a sentence orally before writing it. <u>Editing and improving</u> Taught to: - re-read what written with an adult to check makes sense. - discuss what written with teacher or other pupils. - read aloud writing clearly enough to be heard by peers and teachers.	Descriptive writing Traditional Tales Stories linked to Topics Poetry – rhyming, acrostics, haikus Letters Post cards Recounts Non-chronological reports Instructions

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2	Spell by: - segmenting spoken words into phonemes and representing using graphemes, spelling many correctly. - learning new ways of spelling phonemes for which one or more spellings already known and learn some words with each spelling. - using a few common homophones. - learning to spell some common exception words. - learning to spell more words with contractions. - learning to use possessive apostrophe (singular). - distinguishing between homophones and near homophones. Add suffixes to longer words including: - -ment, -ness, -ful, -less, -ly - write from memory simple sentences dictated by teacher including words using taught GPCs and common exception words.	Taught to use familiar and new punctuation correctly: - full stops - capital letters - exclamation marks - question marks - commas for lists - apostrophes for contractions and singular possessive	Taught to use: - sentences with different forms: statement, question, exclamation, command. - expanded noun phrases to describe and specify [for example, the blue butterfly]. - the present and past tenses correctly and consistently including the progressive form. - subordination (using when, if, that, or because) and co-ordination (using or, and, or but). - some features of written Standard English. **Vocabulary pupils to use:** **noun** **noun phrase** **statement** **question** **exclamation** **command** **compound** **suffix** **adjective** **adverb** **verb** **tense (past, present)** **apostrophe** **comma**	Taught to: - form lower-case letters of the correct size relative to one another. - start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left unjoined. - write capital letters and digits of the correct size, orientation, and relationship to one another and to lower-case letters. - use spacing between words that reflects the size of the letters.	<u>Content</u> Taught to: - write narratives about personal experiences and those of others (real and fictional). - use storytelling language. - write about real events. - write poetry. - write for different purposes. <u>Planning</u> Taught to: - plan or say out loud what they are going to write about. - write down ideas and/or key words, including new vocabulary. - encapsulate what they want to say, sentence by sentence. <u>Editing and improving</u> Taught to: - make simple additions, revisions and corrections to writing with an adult or friend. - re-reading writing aloud to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. - begin to proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. Read aloud what they have written with appropriate intonation to make the meaning clear.	Descriptive Writing Books by the same author/illustrator Traditional Tales Fantasy Stories Information Texts Instructions and explanations Non-chronological reports Letters Diary Entries Study of a Poet Poetry - haikus, acrostics, rhyming, limericks Recounts Persuasive writing
3	Taught to: - use further prefixes:	Taught to use familiar and new punctuation correctly:	Taught to use: - form nouns using a range of prefixes.	Taught to: - use the diagonal and horizontal strokes that	<u>Content</u> Taught to:	Diaries Letters

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	- dis-, mis-, in-, re-, sub-, inter-, super-, anti-, auto-. - Use further suffixes: - -ation - -ly -ous - suffixes beginning with vowels to words of more than one syllable. - spell further homophones. - spell words that are often misspelt. - begin to spell words from Year 3/4 word list. - use the first 2/3 letters of a word to check spelling in dictionary. - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	- full stops - capital letters - exclamation marks - question marks - commas for lists - apostrophes for contractions and singular possessive - introduction to inverted commas to punctuate direct speech	- use a/an correctly. - recognise word families based on common words. - express time and place using conjunctions, adverbs or prepositions. - begin to use paragraphs to organise ideas. - use headings and subheadings. - use the present perfect tense instead of the simple past tense. - use compound sentences. - use subordinate clauses to write complex sentences. **Vocabulary pupils to use:** **preposition** **conjunction** **word family** **prefix** **clause** **subordinate clause** **direct speech** **consonant** **consonant letter vowel letter** **inverted commas (speech marks)**	are needed to join letters. - begin to understand which letters, when adjacent to one another, are best left unjoined. - increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	- begin to explain the purpose and audience for my writing (e.g. a story is to entertain, a report is to inform). - write narrative writing beginning to create settings, characters and plot as appropriate to the task (e.g. setting/ character description, story opening). - use simple organisational devices (e.g. subheadings, bullet points) in non-narrative writing. - use some exciting vocabulary to make my writing interesting to read, using a thesaurus and word mats to help me. - begin to use some figurative language to make my writing more interesting (e.g. similes, alliteration and onomatopoeia). - use some different sentence starters using a word mat to help me (e.g. next, slowly, a little while later). <u>Planning and drafting</u> Taught to: - look at an example text to help me plan my writing. - write down ideas and/or key ideas including new vocabulary. - use a modelled example to help me plan my writing. - compose and rehearse sentences orally. <u>Editing and improving</u> Taught to: - begin to make small changes to improve the effectiveness of my writing. - begin to proof read my work for small grammar and vocabulary errors (e.g. wrong tense or pronoun use). - read my work aloud to help me spot spelling and punctuation errors.	Narratives – including setting and character descriptions Instructions and explanations Non-chronological reports Recounts Persuasive texts A range of different of poetry – haikus, acrostics, rhyming, limericks

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					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.	
4	Taught to: - use further prefixes: - dis-, mis-, in-, re-, sub-, inter-, super-, anti-, auto-. - Use further suffixes: - -ation - -ly -ous - suffixes beginning with vowels to words of more than one syllable. - spell further homophones. - spell words that are often misspelt. - begin to spell words from Year 3/4 word list. - use apostrophes for plural possession. - use the first 2/3 letters of a word to check spelling in dictionary. - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Taught to use familiar and new punctuation correctly: - full stops - capital letters - exclamation marks - question marks - commas for lists - apostrophes for contractions and singular possessive - use of inverted commas and other punctuation to punctuate direct speech - apostrophes for plural possession - commas after fronted adverbials	Taught to use: - plural and possessive –s correctly. - Standard English forms for verb inflections instead of local spoken forms (we were/we was, I did/I done). - noun phrases expanded with modifying adjectives, nouns and preposition phrases. - fronted adverbials. - paragraphs to organise writing around a theme. - appropriate choice of noun and pronoun within and across sentences to aid cohesion and avoid repetition. - sentences using a wider range of sentence structures (e.g. complex sentences with subordinate clauses in varied positions). **Vocabulary pupils to use:** **determiner** **pronoun** **possessive pronoun** **adverbial**	Taught to: - confidently use the diagonal and horizontal strokes that are needed to join letters. - understand which letters, when adjacent to one another, are best left unjoined. - continue to increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	<u>Content</u> Taught to: - explain the purpose and audience for my writing (e.g. a story is to entertain, a report is to inform). - write a range of narrative and non-fiction pieces using an appropriate structure (including genre-specific layout devices). - write a narrative with a clear beginning, middle and end and a clear plot. - create more detailed settings, characters and plot in narratives to engage the reader (as appropriate to the task). - use simple organisational devices (e.g. subheadings, bullet points) in non-narrative writing. - thoughtfully use ambitious vocabulary to make my writing interesting to read, using a thesaurus and word mats to help me. - use some figurative language to make my writing more interesting (e.g. similes, alliteration and onomatopoeia). - use some different sentence starters to help my writing flow. <u>Planning</u> Taught to: - identify the features of a text. - use ideas from my own reading and example texts to plan my own writing. - discuss and record my ideas. - compose and rehearse sentences orally. <u>Editing and improving</u>	Diaries Letters Narratives – including setting and character descriptions Instructions and explanations Non-chronological reports Recounts Persuasive texts Play scripts A range of different of poetry – haikus, acrostics, rhyming, limericks, kennings, cinquains, raps, nonsense Newspaper reports

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					Taught to - assess the effectiveness of their own and others' writing and suggesting improvements. - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof read for spelling and punctuation errors. 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.	
5	Taught to: - Use further prefixes: - dis-, de-, mis-, over-, re-. - Use further suffixes: - -ate, -ise, -ify. - adding suffixes beginning with vowels to root words ending in –fer. - Spell some words with silent letters. - Continue to distinguish between homophones and words which are often confused. - Use knowledge of etymology and morphology in spelling. - Understand that spelling of some words need to be learnt specifically. - Begin to spell words from Year 5/6 word list.	Taught to use familiar and new punctuation correctly: - full stops - capital letters - exclamation marks - question marks - commas for lists - apostrophes for contractions and singular possessive - use of inverted commas and other punctuation to punctuate direct speech - apostrophes for plural possession - commas after fronted adverbials - brackets, dashes or commas for parenthesis - commas to clarify meaning or avoid ambiguity	Taught to: - use the perfect form of verbs to mark relationships of time and cause. - use expanded noun phrases to convey complicated information *more* concisely. - use suffixes to convert nouns or adjectives into verbs. - use verb prefixes. - use relative clauses beginning with who, which, where, when, where, whose, that or an omitted relative pronoun. - use adverbs or modal verbs to indicate degrees of possibility. - use devices to build cohesion within a paragraph. - link ideas across paragraphs using	Taught to: - Write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. - choosing the writing implement that is best suited for a task.	<u>Content</u> Taught to: - write for a range of purposes and audiences (narrative and non-fiction), selecting structure and organisation of a text depending on audience and purpose. - describe settings, characters and atmosphere to try and make my writing interesting for the reader. - begin to use dialogue to convey character and advance the action. - select and use organisational and presentational devices that are relevant to the text type (e.g. headings, bullet points, underlining). - begin to use different sentence structures to create different effects (e.g. short sentences to create tension). - select ambitious vocabulary to make my writing interesting to read. - use figurative language to make my writing more interesting (e.g. similes, alliteration, onomatopoeia, metaphors, personification). <u>Planning and drafting</u>	Diaries Letters Narratives – including setting and character descriptions Instructions Non-chronological reports Recounts Persuasive texts Balanced arguments/ discussions Newspaper articles Information leaflets Play scripts A range of different of poetry - haikus, acrostics,

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	- Use dictionaries to check the spelling and meaning of words. - Use a thesaurus.		adverbials of time, place and number or tense choices. **Vocabulary pupils to use:** **modal verb** **relative pronoun** **relative clause** **parenthesis** **bracket** **dash** **cohesion** **ambiguity**		Taught to: - identify the features of a text. - use example texts as models for my own writing. - write down and develop ideas, drawing on reading and research where necessary. - consider how authors have created effective pieces of writing. <u>Editing and improving</u> Taught to: - make changes to improve the effectiveness of my own and others' writing. - suggest changes to vocabulary, grammar and punctuation to make my writing clearer and more effective.- proof read my work for grammar and vocabulary errors (e.g. wrong tense or pronoun use). - proof read work aloud for spelling and punctuation errors. Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear.	rhyming, limericks, kennings, cinquains, raps narrative, free verse, nonsense
6	Taught to: - Use further prefixes: - dis-, de-, mis-, over-, re-. - Use further suffixes: - -ate, -ise, -ify. - adding suffixes beginning with vowels to root words ending in –fer. - Spell some words with silent letters. - Continue to distinguish between homophones and words which are often confused.	Taught to use familiar and new punctuation correctly: - full stops - capital letters - exclamation marks - question marks - commas for lists - apostrophes for contractions and singular possessive - use of inverted commas and other punctuation to punctuate direct speech - apostrophes for plural possession	Taught to: - use vocabulary and structures appropriate for formal speech including subjunctive forms. - use passive verbs to affect presentation on information in a sentence - use the perfect form of verbs to mark relationships of time and cause. - use expanded noun phrases to convey	Taught to: - Write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. - choosing the writing implement that is best suited for a task.	<u>Content</u> Taught to: - write for a range of purposes and audiences (narrative and non-fiction), selecting structure and organisation of a text depending on audience and purpose. - describe settings, characters and atmosphere to consciously try and engage the reader. - use dialogue to convey character and advance the action. - select and use organisational and presentational devices that are relevant to the text type (e.g. headings, bullet points, underlining).	Diaries Letters Narratives – including setting and character descriptions Instructions Non-chronological reports Recounts Persuasive texts Balanced arguments/ discussions

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	- Use knowledge of etymology and morphology in spelling. - Understand that spelling of some words need to be learnt specifically. - Spell words from Year 5/6 word list. - Use dictionaries to check the spelling and meaning of words. - Use a thesaurus.	- commas after fronted adverbials - brackets, dashes or commas for parenthesis - commas to clarify meaning or avoid ambiguity - semi-colons, colons and dashes to mark boundary between independent clauses - colons to introduce lists and semi-colons within lists - bullet points to list information - hyphens to avoid ambiguity	complicated information concisely. - link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. adverbials) and ellipsis. - use layout devices. **Vocabulary pupils to use:** **subject** **object** **active** **passive** **synonym** **antonym** **ellipsis** **hyphen** **colon** **semi-colon** **bullet points**		- use different sentence structures to create different effects (e.g. short sentences to create tension, longer sentences for description). - thoughtfully select ambitious vocabulary to make my writing engaging for the reader. - use figurative language to make my writing more interesting (e.g. similes, alliteration, onomatopoeia, metaphors, personification, pathetic fallacy). <u>Planning and drafting</u> Taught to: - identify the features of a text. - use example texts as models for my own writing. - write down and develop my ideas, drawing on reading and research where necessary. - consider how authors have created effective pieces of writing. - selecting the appropriate form and using other similar writing as models for their own. <u>Editing and improving</u> Taught to: - make changes to improve the effectiveness of my own and others' writing. - suggest changes to vocabulary, grammar and punctuation to make my writing clearer and more effective. - proof read my work for grammar and vocabulary errors (e.g. wrong tense or pronoun use). - read work aloud to help me spot spelling and punctuation errors. Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear.	Newspaper articles Information leaflets Play scripts A range of different of poetry - haikus, acrostics, rhyming, limericks, kennings, cinquains, raps narrative, free verse, nonsense

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Suggested planning for writing:

1) Pick a text type from suggested list.
2) Look at examples of the text, identify features, analyse text (at level appropriate to year group).
3) Teach any specific techniques, grammar, vocabulary, punctuation needed to successfully write text.
4) Children to discuss and plan own version of the text.
5) Draft, edit and improve writing (at level appropriate to year group).
6) If appropriate and relevant, children to create final copy of piece.

The above process could take anywhere between 1 – 4 weeks depending on the complexity of the text type and the level of detail the children write in.

Alongside this, teach discrete SPAG lessons to ensure coverage of spelling, punctuation and grammar content and discrete handwriting lessons as well as expecting children to apply what they learn in these areas to their writing.

Discuss genres of writing in reading sessions.