



Writing Progression Document Updated September 2022

	EYFS	Year 1	Year 2	Year 3 and 4	Year 5 and 6
Transcription - Handwriting	<p>☑ Show a preference for a dominant hand.</p> <p>Begin to use anticlockwise movement and retrace vertical lines.</p> <p>Begin to form recognisable letters.</p> <p>Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p> <p>☑ Copy letter forms, for example, labels and/or captions for pictures or for displays.</p> <p>Group letters and leave spaces between them as though they are writing separate words</p> <p>Show understanding of how text is arranged on the page, for example, by writing or producing letter sequences going from left to right.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place. ['c' shapes start at top and are made anti-clockwise, no letter starts at the bottom.]</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Form lower-case letters of the correct size relative to one another.</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>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.</p> <p>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].</p>	<p>Write legibly, fluently and with increasing speed by:</p> <p>☑ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;</p> <p>☑ choosing the writing implement that is best suited for a task</p>

<p>Composition</p>	<p>Give meaning to marks they make as they draw, write and pain. Begin to break the flow of speech into words Continue a rhyming string Use some clearly identifiable letters to communicate meaning. ☒ Attempt to write short sentences in meaningful contexts. Write own name and other things such as labels, captions. Write sentences which can be read by themselves and others.</p>	<p>Write sentences by: ☒ Begin to form lower-case letters in the correct direction, starting and finishing in the right place. ['c' shapes start at top and are made anti-clockwise, no letter starts at the bottom.] ☒ saying out loud what they are going to write about; composing a sentence orally before writing it; sequencing sentences to form short narratives; re-reading what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p>Develop positive attitudes towards and stamina for writing by: ☒ writing narratives about personal experiences and those of others. ☒ writing about real events; ☒ writing poetry; writing for different purposes. Consider what they are going to write before beginning by-planning or saying out loud what they are going to write about; writing down ideas and/or key words, including new vocabulary. encapsulating what they want to say, sentence by sentence. Make simple additions, revisions and corrections to their own writing by: ∞ evaluating their writing with the teacher and other pupils; re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading 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.</p>	<p>Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; discussing and recording ideas. Draft and write by composing and rehearsing sentences orally (including dialogue); progressively building a varied and rich vocabulary and an increasing range of sentence structures organising paragraphs around a theme; in narratives, creating settings, characters and plot; in non-narrative material, using simple organisational devices [for example, headings and sub-headings]. Evaluate and edit by: assessing 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.</p>	<p>Plan their writing by: identifying the audience for and purpose of the writing; selecting the appropriate form and using other similar writing; using other similar writing as models for their own compositions; noting and developing initial ideas, drawing on reading and research where necessary. in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; in narratives describing settings, characters and atmosphere integrating dialogue to convey character and advance the action précis longer passages; using a wide range of devices to build cohesion within and across paragraphs. using further organisational and presentational devices to structure text and to guide the reader [for example, headings, statements, underlining] Evaluate and edit by assessing the effectiveness of their own and others' writing proposing changes to Vocabulary, Grammar & Punctuation to enhance effects and clarify meaning. ensuring the consistent and correct use of tense throughout a piece of writing;</p>
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					<p>ensuring correct subject and verb agreement when using singular and plural; Proof-read for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>
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We ASPIRE for our children to be able to write accurately, fluently, effectively and at length for pleasure and information maintaining an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this

All our writers will-

Write for a wide range of purposes and audiences, including

☑ stories, scripts, poetry and other imaginative writing a range of other narrative and non-narrative texts, including arguments, and personal and formal letters;

summarising and organising material, and supporting ideas and arguments with any necessary factual detail;

☑ drawing on knowledge of literary and rhetorical devices from their reading writing and speech; and listening to enhance the impact of their writing. [eg, write a chapter in the style of . . .]