

# *Writing Progression*



This document contains the writing skills that the children should be taught throughout their time at Perton Primary Academy. The first section covers the spelling, punctuation and grammatical skills that the children should learn in each year of their time at school. The next section covers the skills that should be taught within each genre, depending on which year group the child is in.

## Table of Contents

### Writing Skills

Handwriting .....	3
Punctuation and Grammar.....	4-6
Composition.....	7-10

### Progression of Writing Genres

Pages 11-19

## Writing Skills

Year Group	EYFS	Year 1	Year 2	Year 3	Year 4
<b>Handwriting</b>	<p>Children handle equipment and tools effectively, including pencils for writing.</p> <p>Children write in print.</p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>Sit correctly at the table, holding pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Understand which letters belong to which handwriting 'families' and 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 capitals 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>Write digits of the correct size and orientation.</p>	<p>Use the diagonal and horizontal strokes 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 handwriting, e.g. by ensuring that down strokes 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>Use the diagonal and horizontal strokes 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 handwriting, e.g. by ensuring that down strokes 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>

	EYFS	Year 1	Year 2	Year 3	Year 4
<b>Writing: Punctuation and Grammar</b>		<p><u>Word Level</u> Regular plural noun suffixes '-s' or '-es'</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words.</p> <p>How the prefix '-un' changes the meaning of verbs and adjectives.</p>	<p><u>Word Level</u> Formation of nouns using suffixes such as '-ness', '-er' and by creating compound words</p> <p>Formation of adjectives using suffixes such as '-ful' and '-less'</p> <p>Use of the suffixes '-er', '-est' in adjectives The use of the suffix '-ly' to turn adjectives into adverbs.</p>	<p><u>Word Level</u> Formation of nouns using a range of prefixes.</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel.</p> <p>Word families based on common words, showing how words are related in form and meaning. E.g. solve/solution.</p>	<p><u>Word Level</u></p> <p>The grammatical difference between plural and possessive -s.</p> <p>Standard English forms for verb inflections instead of local spoken forms e.g. we were/we was.</p>
		<p><u>Sentence Structure</u></p> <p>How words can combine to make sentences. Joining words and joining sentences using and.</p>	<p><u>Sentence Structure</u></p> <p>Subordination (using when, if, that, because) and coordination (using or, and, or, but).</p> <p>Expanded noun phrases for description and specification (e.g. the</p>	<p><u>Sentence Structure</u></p> <p>Expressing the time, place and cause using conjunctions (e.g. when, so, before, after, while, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g.</p>	<p><u>Sentence Structure</u></p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).</p>

			blue butterfly). How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	before, after, during, in, because)	Fronted adverbials (e.g. Later that day, I heard bad news).
<b>Writing: Punctuation and Grammar</b>		<u>Text structure</u>  Sequencing sentences to form short narratives.	<u>Text structure</u>  Correct choice and consistent use of the present tense and past tense throughout handwriting.  Use of the progressive form of verbs in the present and past tense to mark actions in progress	<u>Text structure</u>  Introduction to paragraphs as a way to group related material.  Headings and subheadings to aid presentations.  Use of the present perfect form of verbs instead of the simple past. (e.g. He has gone out to play contrasted with He went out to play)	<u>Text structure</u>  Use paragraphs to organise ideas around a theme.  Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition.

	EYFS	Year 1	Year 2	Year 3	Year 4
Writing: Punctuation and Grammar continued	Write simple phrases and sentences that can be read by others.	<u>Punctuation</u>  Separation of words with spaces.  Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.  Capital letters for names and the personal pronoun I.	<u>Punctuation</u>  Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.  Commas to separate items in a list.  Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.	<u>Punctuation</u>  Introduction to inverted commas to punctuate direct speech.	<u>Punctuation</u>  Use of inverted commas and other punctuation to indicate direct speech.  Apostrophes to mark plural possession.  Use of commas after fronted adverbials.
		<u>Terminology</u> <ul style="list-style-type: none"> <li>• Letter, capital letter</li> <li>• Word, singular, plural</li> <li>• Sentence</li> <li>• Punctuation mark, full stop, question mark, exclamation mark</li> </ul>	<u>Terminology</u> <ul style="list-style-type: none"> <li>• noun, noun phrase</li> <li>• statement, question, exclamation, command</li> <li>• compound, suffix</li> <li>• adjective, adverb, verb</li> <li>• tense (past, present)</li> <li>• apostrophe, comma</li> </ul>	<u>Terminology</u> <ul style="list-style-type: none"> <li>• preposition, conjunction</li> <li>• word family, prefix</li> <li>• clause, subordinate clause</li> <li>• direct speech</li> <li>• consonant, consonant letter</li> </ul>	<u>Terminology</u> <ul style="list-style-type: none"> <li>• determiner</li> <li>• pronoun, possessive pronoun</li> <li>• adverbial</li> </ul>

			<p>Develop positive attitudes towards and stamina for writing by writing:</p> <ul style="list-style-type: none"> <li>• narratives about personal experiences and those of others (real and fictional)</li> <li>• about real events</li> <li>• poetry</li> <li>• for different purposes</li> </ul>	vowel, vowel letter inverted commas (or speech marks)	
<b>Writing: Composition</b>	<u>Plan writing</u>	<u>Plan writing</u>	<u>Plan writing</u>	<u>Plan writing</u>	<u>Plan writing</u>
	<p>Say out loud what they are going to write about.</p> <p>Draw simple story maps with support.</p>	<p>Say out loud what they are going to write about and write simple plans and story maps with increasing independence.</p>	<p>Plan or say out loud what they are going to write about. Write idea and/or key words including new vocab.</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discuss and record ideas.</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discuss and record ideas.</p>

<b>Writing: Composition</b>		<u>Drafting &amp; writing</u> Compose a sentence orally before writing.	<u>Drafting &amp; writing</u> Compose sentences orally. Encapsulate what they want to say, sentence by sentence.	<u>Drafting &amp; writing</u> Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures.	<u>Drafting &amp; writing</u> Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and increasing range of sentence structures
		Sequence sentences to form short narratives	Encapsulate what they want to say, sentence by sentence.	Organise paragraphs around a theme.	Organise paragraphs around a theme.
				In narratives, create settings, characters and plot.  In non-narrative material, use simple organisational devices such as headings and sub-headings.	In narratives, create settings, characters and plot.  In non-narrative material, use simple organisational devices such as headings and sub-headings.



			<p>Make additions, revision and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>• Evaluating their own writing with the teacher or other pupils.</li> <li>• Rereading to check it makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</li> </ul>	<p>Evaluate and edit:</p> <ul style="list-style-type: none"> <li>• Assess the effectiveness of their own and others' writing and suggest improvements.</li> <li>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>	<p>Evaluate and edit:</p> <ul style="list-style-type: none"> <li>• Assess the effectiveness of their own and others' writing and suggest improvements.</li> <li>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> </ul>
		<p>Re-read what they have written to check that it makes sense.</p>	<p>Proof read to check for errors in spelling, grammar and punctuation.</p>	<p>Proof read for spelling and punctuation errors.</p>	<p>Proof read for spelling and punctuation errors.</p>
		<p>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>Read aloud their writing with appropriate intonation to make the meaning clear.</p>	<p>Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Read aloud their writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>

## Progression of Writing Genres -

A variety of genres is required and not all will be covered by each year group.

Year Group	EYFS	Year 1	Year 2	Year 3	Year 4
<b>Instructions</b>	Lists of instructions linked to actions or procedures e.g. baking.	Ideas grouped in sentences in time sequence.  Written in the imperative e.g. sift the flour.  Use of numbers or bullet points to signal order.	A goal is outlined - a statement about what is to be achieved.  Written in sequenced steps to achieve the goal.  Diagrams and illustrations are used to make the process clearer.	A set of ingredients and equipment needed are outlined clearly.  Organised into clear points denoted by time.	A set of ingredients and equipment needed are outlined clearly.  Sentences include precautionary advice e.g. Be careful not to over whisk as it will turn into butter.  Friendly tips/suggestions are included to heighten the engagement. e.g. This dish is served best with a dash of nutmeg.

Year Group	EYFS	Year 1	Year 2	Year 3	Year 4
<p>Recount - experiences, reports,</p>	<p>Labelling posters or writing about experiences.</p>	<p>Ideas grouped together in time sequence.</p> <p>Written in first person.</p> <p>Written in the past tense.</p> <p>Focused on individual or group participants e.g. I, we</p>	<p>Brief introduction and conclusion.</p> <p>Written in the past tense e.g. I went... I saw...</p> <p>Main ideas organised in groups.</p> <p>Ideas organised in chronological order using connectives that signal time.</p>	<p>Clear introduction.</p> <p>Organised into paragraphs shaped around key events.</p> <p>A closing statement to summarise the overall impact.</p>	<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organised correctly around key events.</p> <p>Elaboration is used to reveal the writer's emotions and responses.</p>

Year Group	EYFS	Year 1	Year 2	Year 3	Year 4
Non-Chronological Reports	Writing about experiences or truffle moments.	<p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing. e.g. The man was run over.</p> <p>Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were...</p>	<p>Brief introduction and conclusion.</p> <p>Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... .</p> <p>Main ideas organised in groups.</p>	<p>Clear introduction.</p> <p>Organised into paragraphs shaped around a key topic sentence.</p> <p>Use of sub-headings.</p>	<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>Sub-headings are used to organise information. E.g. Qualities, body parts, behaviour.</p>

Year Group	EYFS	Year 1	Year 2	Year 3	Year 4
Letters	Writing short letters to others, using envelopes.	Ideas grouped in sentences in time sequence.	Brief introduction and conclusion.  Written in the past tense.  Main ideas organised in groups.  Using sequencing techniques - time related words.	Clear introduction.  Points about the visit/issue.  Organised into paragraphs denoted by time/place.  Topic sentences. Some letter layout features included.	Clear introduction and conclusion.  Links between key ideas in the letter.  Paragraphs organised correctly into key ideas.  All letter layout features included.

Year Group	EYFS	Year 1	Year 2	Year 3	Year 4
<p><b>Persuasion -</b>  <b>Purpose:</b>  <b>advert,</b>  <b>leaflet,</b>  <b>argument,</b>  <b>letter</b></p>		<p>Ideas are grouped together for similarity.</p> <p>Writes in first person.</p>	<p>Brief introduction and conclusion.</p> <p>Written In the present tense.</p> <p>Main ideas organised in groups.</p>	<p>Clear introduction.</p> <p>Points about subject/issue.</p> <p>Organised into paragraphs.</p> <p>Sub-heading used to organise texts.</p>	<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the letter.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>Subheading Topic sentences</p>

Year Group	EYFS	Year 1	Year 2	Year 3	Year 4
Biography	Writing about themselves.	<p>Ideas grouped together in time sequence.</p> <p>Written in first person.</p> <p>Written in the past tense.</p> <p>Focused on individual or group participants e.g. I, we</p>	<p>Brief introduction and conclusion.</p> <p>Written in the past tense e.g. He went... She travelled</p> <p>Main ideas organised in groups.</p> <p>Ideas organised in chronological order using connectives that signal time.</p>	<p>Clear introduction.</p> <p>Organised into paragraphs shaped around key events.</p> <p>A closing statement to summarise the overall impact.</p>	<p>Clear introduction and conclusion.</p> <p>Links between sentences help to navigate the reader from one idea to the next.</p> <p>Paragraphs organised correctly around key events.</p> <p>Elaboration is used to reveal the writer's emotions and responses.</p>

Year Group	EYFS	Year 1	Year 2	Year 3	Year 4
Balanced Argument - Purpose: Speech, Essay, Letter		Ideas are grouped together for similarity.  Writes in first person.	Brief introduction and conclusion.  Written with an impersonal style  Main ideas organised in groups.	Clear introduction.  Points about subject/issue  Organised into paragraphs  Sub-heading used to organise texts.	Clear introduction and conclusion.  Links between key ideas in the letter.  Paragraphs organised correctly into key ideas.  Subheading  Topic sentences



Year Group	EYFS	Year 1	Year 2	Year 3	Year 4
Newspaper	Writing wanted or missing posters.	<p>Ideas grouped in sentences in time sequence.</p> <p>Attempts at third person writing. e.g. The man was run over.</p> <p>Beginning describes what happened</p>	<p>Brief introduction and conclusion.</p> <p>Written in the past tense.</p> <p>Main ideas organised in groups.</p> <p>Using sequencing techniques - time related words.</p> <p>A photo with a caption.</p>	<p>Clear introduction.</p> <p>Points about the visit/issue</p> <p>Organised into paragraphs denoted by time/place.</p> <p>Topic sentences.</p> <p>Some newspaper layout features included.</p> <p>A bold eye-catching headline.</p>	<p>Clear introduction and conclusion.</p> <p>Links between key ideas in the newspaper.</p> <p>Who, what, where, when and why information is clear to orientate the reader.</p> <p>Paragraphs organised correctly into key ideas.</p> <p>All newspaper layout features included. Bold eye-catching headline which includes alliteration.</p>

Year Group	EYFS	Year 1	Year 2	Year 3	Year 4
<b>Narrative Story</b>	<p>Orally saying or writing stories of others and their own.</p> <p>Understanding through tales toolkit that there is a character, setting, problem and finally a solution (fiction).</p>	<p>Beginning or end of narrative signalled e.g. one day</p> <p>Ideas grouped together for similarity.</p> <p>Attempts at third person writing. e.g. The wolf was hiding.</p> <p>Written in the appropriate tense. (mainly consistent) e.g. Goldilocks was... Jack is...</p>	<p>Sentences organised chronologically indicated by time related words e.g. finally</p> <p>Divisions in narrative may be marked by sections/ paragraphs</p> <p>Connections between sentences make reference to characters.</p> <p>Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting.</p>	<p>Time and place are referenced to guide the reader through the text e.g. in the morning</p> <p>Organised into paragraphs e.g. When she arrived at the bear's house..</p> <p>Cohesion is strengthened through relationships between characters e.g. Jack, his, his mother, her</p>	<p>Link between opening and resolution</p> <p>Links between sentences help to navigate the reader from one idea to the next e.g. contrasts in mood, angry mother, disheartened Jack</p> <p>Paragraphs organised correctly to build up to key event</p> <p>Repetition avoided through using different sentence structures and ellipsis.</p>

