



FORSBROOK PRIMARY SCHOOL

WRITING PROGRESSION GRID

LTS

Organisation of knowledge Relevant ELG	Transcription	Composition
ELG	<p>ELG: Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing 	<p>ELG: Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate 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
	<p>ELG: Word Reading</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words 	<p>ELG: Comprehension</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
KSI readiness objectives	<p>ELG: Writing</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are 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 	<p>ELG: Writing</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are 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
	<ul style="list-style-type: none"> Feel comfortable when using a pencil Form recognisable lowercase letters and some capital letters Have developed their own handwriting style Write short sentences that can be read by themselves and others 	<ul style="list-style-type: none"> Spell words effectively by saying the sounds, counting them and then writing them down in the correct order Use a phase 2 and 3 phonics sound mat to support their spelling of words Write short sentences that make sense

EYFS

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

COMPOSITION & EFFECT

*Continually re-read writing to check that it makes sense

*Write words in the correct order so that the sentence makes sense

*Write a sequence of sentences to form short narratives, including personal experiences and those of others (real or fictional)

*When writing, think about the person who will be reading it so that the writing refers to the context of the task

*Re-read writing to check that it makes sense

*Read aloud their writing to each other and the teacher

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

*Write about real events, recording these simply and clearly

*Plan and discuss the content of their writing

*Write for both fictional and non-fictional purposes, drawing on their reading to inform the vocabulary and grammar of their writing

*Use correct tense consistently, including the present perfect tense

*Maintain Standard English forms, e.g. using *a/an* correctly

*Begin to write in the first and third but with some inconsistencies

*Begin to use paragraphs to structure writing

*Use simple organisational devices (e.g. headings or sub-headings) appropriately

*Make simple additions, revisions and proof-reading corrections to their own writing

*Write for both fictional and non-fictional purposes, with a growing awareness of the reader

*Use paragraphs or sections to organise and structure according to purpose and audience

*Consistently write in the correct tense and person.

*Maintain Standard English forms correctly, e.g. *I was* (not *I were*), *should have* (not *should of*), *ours* (not *ares*),

*Organise ideas correctly to suit a particular style of writing

*Write narratives using a clear structure, coherent plot and settings and characters which are developed

*When writing non-fiction texts, use appropriate structure and

*Use a variety of simple, compound and complex sentences to add variety and interest, writing effectively for a range of purposes and audiences

*Begin to use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) across paragraphs

*Use verb tenses mostly consistently and correctly throughout their writing

*Begin to create atmosphere, and integrate dialogue to convey character and advance the action

*Use a range of techniques to keep the readers interest including show not tell, action, dialogue, questions.

*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), using similar writing as a model

*Integrate dialogue in narratives to convey character and advance the action, using correctly punctuated speech

*Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs

*Use a wider range of narrative techniques to engage the reader (e.g. timeshift/flashback)

					<p>*Proof read writing to check for errors in spelling, punctuation and grammar and make simple improvements</p>	<p>correct organisational devices</p> <p>*Make simple additions, revisions and proof-reading corrections to their own writing</p>	<p>*Use techniques to create emphasis, such as repetition</p> <p>*In non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)</p> <p>*Choose structure and organisation of text depending on audience and purpose</p> <p>*Create texts that are lively, thoughtful and affects the reader's feelings/emotions</p> <p>*Consistently and confidently proof-read own and others' writing across the curriculum and make suggestions for how to improve content</p>	<p>*In non-fiction texts, use a range of organisational and presentational devices, including use of columns, bullet points and tables to guide the reader</p> <p>*Choose the most appropriate way to sequence paragraphs to contribute to the effectiveness and shape of the text</p>
	EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>*Begin to read through their sentence to check it makes sense</p> <p>*Plan short sentences orally before writing them</p>	SENTENCE STRUCTURE	<p>*Use words in the correct order to make sentences make sense.</p>	<p>*Use present and past tense mostly correctly and consistently</p>	<p>*Describe settings and characters using expanded noun phrases</p>	<p>*Use a mixture of grammatically correct simple, compound and complex sentences</p>	<p>*Use adverbs to add detail, qualification and precision</p>	<p>*Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>

<p>*Write simple phrases and sentences that can be read by others</p>	<p>*Write simple sentences and sentences which are written in the way we speak using repeated pronouns and simple verbs</p> <p>*Write simple compound sentences using 'and' and begin to use 'but' and 'so' to extend my sentences</p> <p>*Plan sentences orally before writing them</p>	<p>*Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</p> <p>*Use expanded noun phrases for description</p> <p>*Know the difference between a statement, question, exclamation and command</p>	<p>*Use a range of co-ordinating and subordinating conjunctions</p> <p>*Choose verbs and adjectives to add detail and engage the reader</p> <p>*Use -ly and -ed sentence starters</p> <p>*Use prepositions to express place and time</p> <p>*Use alliteration in creative writing</p>	<p>*Use expanded noun phrases and adverbials to develop descriptions of settings and characters</p> <p>*Use a range of co-ordinating and subordinating conjunctions</p> <p>*Use preposition phrases to expand noun phrases</p> <p>*Use fronted adverbials with correct punctuation</p> <p>*Use present, past, progressive and perfect tense verb forms accurately</p> <p>*Use pronouns and nouns to aid cohesion and avoid repetition</p> <p>*Use if/then to write conditional sentences with correct punctuation</p> <p>*Use a wide and varied range of sentence starters, including verb starters (singing, dancing)</p>	<p>*Use adverbs (e.g. perhaps, surely) and modal verbs (might, should, will) to indicate degrees of possibility</p> <p>*Use expanded noun phrases to add detail, qualification and precision, e.g. with one or more adjectives, with a modifying adjective, with a preposition phrase</p> <p>*Use relative clauses beginning with who, which, where, when, whose</p> <p>*Use a wide range of clause structures, sometimes varying their position within the sentence</p> <p>*Use direct and reported speech appropriately</p> <p>*Use fronted conjunctions to explain, add or compare information</p> <p>*Propose changes to vocabulary,</p>	<p>*In narratives, describe settings, characters and atmosphere, using a variety of techniques to engage the reader and choosing appropriate vocabulary that creates a consistent picture, e.g. verbs, preposition phrases, fronted adverbials, expanded noun phrases, relative clauses</p> <p>*Use verb tenses consistently and correctly throughout their writing</p>
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							grammar and punctuation to enhance effects and clarify meaning	
	EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> *Form most lowercase letters and some capital letters correctly *Use finger spaces correctly in sentences *Use capital letters for the start of their name and the personal pronoun 'I' *Begin to use a capital letter at the start of a sentence *Begin to use a full stop at the end of their sentence *Begin to write on the line 	PUNCTUATION & HANDWRITING	<ul style="list-style-type: none"> *Use capital letters and full stops to demarcate some sentences accurately *Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' *Use question marks to demarcate some sentences *Use exclamation marks to demarcate some sentences *Form many lower case and capital letters accurately *Write with many letters accurate in shape and size, including capital letters and digits *Use spacing between words 	<ul style="list-style-type: none"> *Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required *Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters *Use the diagonal and horizontal strokes needed to join letters in some of their writing *Use spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> *Use the full range of punctuation taught at key stage 1 and in Y3 mostly correctly *Use inverted commas to punctuate speech with some accuracy *Use the diagonal and horizontal strokes needed to join some letters *Use capital letters correctly and consistently for proper nouns without prompting *Use commas in lists accurately and without prompting 	<ul style="list-style-type: none"> *Use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas) *Use commas after fronted adverbials and with a reported clause *Consistently write in high quality cursive script with all letters of appropriate sizing. 	<ul style="list-style-type: none"> *Use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, commas after fronted adverbials, apostrophes for contraction and possession, inverted commas and other speech punctuation) *Use commas for clarity mostly correctly *Use some punctuation for parenthesis (brackets, commas and dashes) *Consistently produce legible joined handwriting 	<ul style="list-style-type: none"> *Use the range of punctuation taught at key stage 2 mostly correctly, e.g. commas after fronted adverbials, apostrophes for plural possession, brackets, dashes and commas to indicate parenthesis, commas for clarity and to avoid ambiguity, hyphen, semi colon and colon to introduce lists *Maintain legibility in joined handwriting when writing at speed

	EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>*Use simple topic related words</p> <p>*Use story language taken from familiar stories</p> <p>*Use their Phase 2, Phase 3 and Phase 4 phonic knowledge to write words in ways which match their spoken sounds – many being spelt correctly and others being phonetically plausible</p> <p>*Spell most EYFS tricky words correctly (taught words)</p>	SPELLING & VOCABULARY	<p>*Use simple topic related words and words appropriate to the subject matter</p> <p>*Use story language taken from familiar stories</p> <p>*Use some adjectives for description</p> <p>*Use simple past and present verbs mostly accurately</p> <p>*Begin to use adjectives and verbs that begin with the prefix <i>un-</i>, spelling many correctly</p> <p>*Use their Phase 2, Phase 3, Phase 4 and Phase 5 phonic knowledge to write words in ways which match their spoken sounds – many being spelt correctly and others being phonetically plausible</p> <p>*Add the suffixes – <i>ing, -ed, -er -est</i> to spell many words correctly</p> <p>*Add the regular plural noun suffixes <i>-s</i> or <i>-es</i></p>	<p>*Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</p> <p>*Spell many common exception words</p>	<p>*Use adverbs to express time</p> <p>*Use technical language which is appropriate to the text type</p> <p>*Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3)</p>	<p>*Use a range of adverbs to add detail to writing</p> <p>*Make appropriate choice of pronoun or noun to create cohesion and avoid repetition</p> <p>*Make vocabulary choices that are adventurous which add effect and detail using noun phrases, adjectives, adverbs and powerful verbs</p> <p>*Use figurative language including personification and metaphors to create an image</p> <p>*Attempt to use technical and precise vocabulary in non-fiction writing</p> <p>*Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words</p>	<p>*Use vocabulary that is precise and chosen carefully to suit the purpose e.g to inform, persuade, explain etc.</p> <p>*Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1, Y3/Y4 and some Y5/6)</p>	<p>*Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</p> <p>*Spell correctly most words from the year 5 / year 6 spelling list, and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p>

			*Spell most Year 1 common exception words taught			correctly (KS1 and Y3/Y4) prefixes (<i>anti ,im, ir, auto</i>)/suffixes (<i>tion, sion, ssion, cian, cion, ous</i>)/homophones (<i>your/you're</i>)		
	EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Recognise and use the terms:</p> <ul style="list-style-type: none"> ▪ Letter sound ▪ Digraph ▪ Trigraph ▪ Word ▪ Sentence ▪ Finger space ▪ Full stop 	PROGRESSIVE TERMINOLOGY	<p>Recognise and use the terms:</p> <ul style="list-style-type: none"> ▪ Letter ▪ Capital letter ▪ Word ▪ Singular ▪ Plural ▪ Sentence ▪ Punctuation ▪ Full stop ▪ Question mark ▪ Exclamation mark. 	<p>Recognise and use the terms:</p> <ul style="list-style-type: none"> ▪ Noun ▪ Noun phrase ▪ Statement ▪ Question ▪ Exclamation ▪ Command ▪ Compound ▪ Suffix ▪ Adjective ▪ Verb ▪ Adverb ▪ Present and past tense ▪ Apostrophe ▪ Comma 	<p>Recognise and use the terms:</p> <ul style="list-style-type: none"> ▪ Preposition ▪ Conjunction ▪ Word family ▪ Prefix ▪ Clause ▪ Subordinate clause ▪ Direct speech ▪ Consonant ▪ Vowel ▪ Inverted commas (speech marks) 	<p>Recognise and use the terms:</p> <ul style="list-style-type: none"> ▪ Determiner ▪ Pronoun ▪ Possessive pronoun ▪ Adverbial 	<p>Recognise and use the terms:</p> <ul style="list-style-type: none"> ▪ Modal verb ▪ Relative pronoun ▪ Relative clause ▪ Parenthesis ▪ Brackets ▪ Dash ▪ Cohesion ▪ Ambiguity 	<p>Recognise and use the terms:</p> <ul style="list-style-type: none"> ▪ Subject ▪ Object ▪ Active ▪ Passive ▪ Synonym ▪ Antonym ▪ Ellipsis ▪ Hyphen ▪ Colon ▪ Semi-colon ▪ Bullet points