

Dallimore Primary and Nursery School  
Writing Progression document



EYFS - Early Learning Goals that are relevant/to be built on in Year 1 writing

ELG: Speaking	ELG: Fine Motor Skills	ELG: Writing
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li><li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li><li>- 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</li></ul>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>- Hold a pencil effectively in preparation for fluent writing</li><li>- Use the tripod grip in almost all cases</li><li>- Begin to show accuracy and care when drawing.</li></ul>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"><li>- Write recognisable letters, most of which are correctly formed</li><li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters</li><li>- Write simple phrases and sentences that can be read by others</li></ul>

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Year 1

Composition and effect	Structure and organisation	Grammar, sentence structure and vocabulary	Punctuation	Drafting, editing and proofreading	Handwriting and spellings
<p><b>Working at</b></p> <ul style="list-style-type: none"> <li>- Meaningful sequences of sentences are written</li> <li>- In narrative writing, structures from familiar stories are evident</li> <li>- In non-narrative writing, events are recounted in sequence</li> <li>- Sentences are rehearsed orally before writing</li> </ul> <p><b>Greater depth</b></p> <ul style="list-style-type: none"> <li>- In narrative writing, structures and language from familiar stories are used effectively and accurately</li> <li>- In non-narrative recounts, events are related with some detail and may also include a personal comment</li> <li>- Writing may begin show a voice</li> <li>- Sentences are rehearsed orally before writing</li> </ul>	<p><b>Working at</b></p> <ul style="list-style-type: none"> <li>- Writing structured appropriately whether narrative or recount</li> </ul> <p><b>Greater depth</b></p> <ul style="list-style-type: none"> <li>- Writing demonstrates a growing understanding of different text types dependent on their classroom experiences</li> </ul>	<p><b>Working at</b></p> <ul style="list-style-type: none"> <li>- Sentence structure is mainly accurate</li> <li>- Compound sentences are used to join ideas with the conjunction and</li> <li>- The use of other conjunctions may be attempted</li> <li>- Word choices are relevant to the context and word banks are used to support this</li> <li>- Some use of adjectives to add detail may be evident</li> </ul> <p><b>Greater depth</b></p> <ul style="list-style-type: none"> <li>- Sentence structure is consistently accurate</li> <li>- Simple and compound sentences are used appropriately</li> <li>- Some use of complex sentences may be evident</li> <li>- Words are carefully chosen and vocabulary from word banks and from stories are included</li> <li>- Some use of well-chosen adjectives to add detail</li> </ul>	<p><b>Working at</b></p> <ul style="list-style-type: none"> <li>- Words are appropriately spaced</li> <li>- Capital letters and full stops are mostly used correctly to demarcate sentences</li> <li>- Some use of other end marks - exclamation and question marks - may be evident</li> <li>- Capital letters for the pronoun I and for identified proper nouns are used consistently</li> </ul> <p><b>Greater depth</b></p> <ul style="list-style-type: none"> <li>- Sentences are demarcated consistently with capital letters, full stops and exclamation and question marks as appropriate</li> <li>- Capital letters for pronoun I and for proper nouns are used consistently</li> </ul>	<p><b>Working at</b></p> <ul style="list-style-type: none"> <li>- Checks writing makes sense by reading aloud sometimes with prompting</li> <li>- Changes made following discussion or marking</li> </ul> <p><b>Greater depth</b></p> <ul style="list-style-type: none"> <li>- Checks writing makes sense independently</li> <li>- Changes made following rereading and reflection</li> </ul>	<p><b>Working at</b></p> <ul style="list-style-type: none"> <li>- Most words with already taught phonemes and the common exception words in the Year 1 curriculum are spelled accurately</li> <li>- Spelling rules and patterns from Year 1 are being used with increasing accuracy.</li> <li>- Letters are correctly formed and oriented and start and finish in the correct</li> </ul> <p><b>Greater depth</b></p> <ul style="list-style-type: none"> <li>- Uses taught spelling rules and patterns independently and accurately</li> <li>- Letters are correctly formed and oriented and start and finish in the correct</li> </ul>



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Year 2

Composition and effect	Structure and organisation	Grammar, sentence structure and vocabulary	Punctuation	Drafting, editing and proofreading	Handwriting and spellings
<p><b>Working at</b></p> <ul style="list-style-type: none"> <li>- write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> </ul> <p><b>Greater depth</b></p> <ul style="list-style-type: none"> <li>- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> </ul>	<p><b>Working at</b></p> <ul style="list-style-type: none"> <li>- write about real events, recording these simply and clearly</li> </ul>	<p><b>Working at</b></p> <ul style="list-style-type: none"> <li>- use present and past tense mostly correctly and consistently</li> <li>- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses</li> </ul> <p><b>Greater depth</b></p> <ul style="list-style-type: none"> <li>- Use adverbs to indicate how something happened</li> <li>- Use adverbs of time</li> <li>- Use expanded noun phrases to add detail</li> </ul>	<p><b>Working at</b></p> <ul style="list-style-type: none"> <li>- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required</li> </ul> <p><b>Greater depth</b></p> <ul style="list-style-type: none"> <li>- use the punctuation taught at key stage 1 mostly correctly</li> </ul>	<p><b>Greater depth</b></p> <ul style="list-style-type: none"> <li>- make simple additions, revisions and proof-reading corrections to their own writing</li> </ul>	<p><b>Working at</b></p> <ul style="list-style-type: none"> <li>- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others</li> <li>- spell many common exception words</li> <li>- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>- use spacing between words that reflects the size of the letters.</li> </ul> <p><b>Greater depth</b></p> <ul style="list-style-type: none"> <li>- spell most common exception words</li> <li>- add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)</li> <li>- use the diagonal and horizontal strokes needed to join some letters.</li> </ul>

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Year 3

Composition and effect	Structure and organisation	Grammar, sentence structure and vocabulary	Punctuation	Drafting, editing and proofreading	Handwriting and spellings
<p><b>Working at</b> Purpose and audience is clear and sustained through the text</p> <ul style="list-style-type: none"> <li>- In narrative writing, resolutions and endings are developed</li> <li>- In non-narrative writing, endings are related to the content</li> <li>- Relevant detail is used to create a picture for the reader or to clarify information</li> </ul> <p><b>Greater depth</b></p> <ul style="list-style-type: none"> <li>- Purpose and audience are established and sustained throughout the text</li> <li>- Some evidence of the writer's viewpoint</li> </ul>	<p><b>Working at</b></p> <ul style="list-style-type: none"> <li>- Writing is structured appropriately for the context</li> <li>- In narrative writing, sections are organised to support meaning</li> <li>- Paragraphs may be used to signal a change in setting</li> <li>- In non-narrative writing, similar information is grouped into sections with some effective paragraphing</li> <li>- In non-narratives, simple suggested devices including headings and sub-headings guide the reader through the text</li> </ul> <p><b>Greater depth</b></p> <ul style="list-style-type: none"> <li>- Writing is structured appropriately for the context, purpose and audience</li> <li>- Different structures may be chosen independently to support the purpose and engage the reader</li> <li>- Ideas and material are confidently grouped together to form paragraphs Showing more confidence in grouping</li> <li>- In non-narratives, simple devices including headings and subheadings are selected independently to guide the reader</li> </ul>	<p><b>Working at</b></p> <ul style="list-style-type: none"> <li>- Simple and compound sentences are used accurately</li> <li>- Complex sentences are used</li> <li>- Sentence openings are varied</li> <li>- Models from reading are evident</li> <li>- Conjunctions, adverbs and prepositions are used to sequence and to express place and cause</li> <li>- Present and past tense are used appropriately and consistently with use of progressive forms</li> <li>- Use of first and third person mostly sustained</li> <li>- Word choices are adventurous and carefully selected to add detail and to engage the reader</li> <li>- Detail is added by the expansion of noun phrases before and after the noun</li> </ul> <p><b>Greater depth</b></p> <ul style="list-style-type: none"> <li>- Simple, compound and complex sentences are used accurately and confidently to add flow to writing</li> <li>- Some evidence of multi-clause sentences</li> <li>- Sentence openings are varied and chosen effectively</li> <li>- Conjunctions, adverbs and prepositions used accurately</li> <li>- First and third person and tenses are used accurately</li> <li>- Vocabulary is chosen deliberately to create effects, including the accurate use of specific words</li> <li>- Added detail is carefully used to build a picture for the reader with effective use of adverbials</li> </ul>	<p><b>Working at</b></p> <ul style="list-style-type: none"> <li>- Punctuation to mark ends of sentences is mostly accurate</li> <li>- Capital letters used accurately for proper nouns</li> <li>- Apostrophes for contractions are used correctly</li> <li>- Apostrophes for possession are used with increasing accuracy including plural possession</li> <li>- Inverted commas are mostly used to punctuate direct speech</li> <li>- Commas used sometimes to mark clauses and phrases</li> </ul> <p><b>Greater depth</b></p> <ul style="list-style-type: none"> <li>- Punctuation already taught is used accurately and independently</li> <li>- Commas often used to mark phrases and clauses</li> </ul>	<p><b>Working at</b></p> <ul style="list-style-type: none"> <li>- First drafts draw on ideas and models</li> <li>- Writing is proof read to check for inaccuracies in spelling, grammar and punctuation with developing precision</li> <li>- Improvements and changes are made following discussion or marking</li> </ul> <p><b>Greater depth</b></p> <ul style="list-style-type: none"> <li>- Planning is undertaken independently</li> <li>- Writing is proof read to check for inaccuracies in spelling, grammar and punctuation with consistency</li> <li>- Improvements and changes are made following discussion and reflection with growing confidence</li> </ul>	<p><b>Working at</b></p> <ul style="list-style-type: none"> <li>- Spelling rules and patterns from Year 3/4 are being used with increasing accuracy</li> <li>- Diagonal and horizontal strokes are used to join letters as appropriate</li> </ul> <p><b>Greater depth</b></p> <ul style="list-style-type: none"> <li>- Spelling rules and patterns from Year 3/4 are being used accurately including exceptions to rules</li> <li>- Diagonal and horizontal strokes are used to join letters as appropriate</li> </ul>

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Year 4

Composition and effect	Structure and organisation	Grammar, sentence structure and vocabulary	Punctuation	Drafting, editing and proofreading	Handwriting and spellings
<p><b>Working at</b></p> <ul style="list-style-type: none"> <li>- Narratives include a clear plot, detailed settings and characters</li> <li>- Characters are developed through show and not tell techniques</li> <li>- Endings are developed and close the narrative appropriately, relating to the beginning or a change in a character</li> <li>- Non-narrative has a clear purpose and provides the reader with relevant information</li> </ul> <p><b>Greater depth</b></p> <ul style="list-style-type: none"> <li>- Narratives are well developed and well-paced</li> <li>- Characters are developed through show and not tell techniques, using their actions, speech and reactions</li> <li>- Non-narrative texts inform the reader effectively, giving sufficient relevant background information</li> </ul>	<p><b>Working at</b></p> <ul style="list-style-type: none"> <li>- Narrative writing is organised into clear sequences with more than a basic beginning, middle and end</li> <li>- Paragraphs are used to signal a change of event, time or place</li> <li>- In non-narrative texts paragraphs have a topic sentence which introduces the content of the paragraph</li> <li>- Structure of the selected non-narrative text type is sustained throughout the text</li> </ul> <p><b>Greater depth</b></p> <ul style="list-style-type: none"> <li>- Narrative structure is well developed and well-paced</li> <li>- Paragraphs are well-structured and guide the reader through the text</li> </ul>	<p><b>Working at</b></p> <ul style="list-style-type: none"> <li>- Simple, compound and complex sentences are used effectively</li> <li>- Fronted adverbials of place, time and manner are used effectively</li> <li>- Sentences are often opened in different ways</li> <li>- Pronouns are used to avoid repetition</li> <li>- Detail is added with noun phrases which are expanded before and after the noun</li> <li>- Details mostly add interest, create effects, engage the reader</li> <li>- Verbs are often chosen to describe or to show and not tell</li> <li>- Words are mostly selected deliberately and carefully, including specific and technical vocabulary</li> </ul> <p><b>Greater depth</b></p> <ul style="list-style-type: none"> <li>- Range of sentence types are used according to the text type, purpose and audience</li> <li>- Sentences are mostly well-structured and include multiclausal sentences</li> <li>- Sentences are opened in different ways to create effects, including the positioning of clauses and the use of fronted adverbials</li> <li>- Carefully thought-out detail is added with noun phrases which are expanded before and after the noun</li> <li>- Details add interest, create effects, engage the reader</li> <li>- Verbs are chosen to describe or to show and not tell</li> <li>- Words are mostly selected deliberately including specific and technical vocabulary</li> </ul>	<p><b>Working at</b></p> <ul style="list-style-type: none"> <li>- All sentences are correctly demarcated</li> <li>- Commas are mostly used for fronted adverbials</li> <li>- Inverted commas and punctuation within them are used correctly</li> <li>- Comma for the reporting clause is mostly used correctly</li> </ul> <p><b>Greater depth</b></p> <ul style="list-style-type: none"> <li>- Commas consistently used for fronted adverbials</li> <li>- Inverted commas, punctuation within them and comma for the reporting clause are used accurately</li> </ul>	<p><b>Working at</b></p> <ul style="list-style-type: none"> <li>- Drafting, re-drafting and editing process is used independently to make improvements to writing</li> <li>- Process is focused on impact and effect</li> <li>- Writing is proofread independently for accuracy and amendments made</li> </ul> <p><b>Greater depth</b></p> <ul style="list-style-type: none"> <li>- Drafting, re-drafting and editing process is used independently to make improvements to writing following evaluation of impact</li> <li>- Process is focused on impact and effect</li> <li>- Writing is proofread independently for accuracy and amendments made</li> </ul>	<p><b>Working at</b></p> <ul style="list-style-type: none"> <li>- The spelling rules and patterns from Year 3/4 are being used accurately with some exception words also spelled correctly</li> <li>- Diagonal and horizontal strokes are used to join letters as appropriate</li> <li>- Developing fluent, joined handwriting</li> </ul> <p><b>Greater depth</b></p> <ul style="list-style-type: none"> <li>- The spelling rules and patterns from Year 3/4 are being used accurately including confident application of these</li> <li>- Diagonal and horizontal strokes are used to join letters as appropriate</li> <li>- Developing fluent, joined handwriting</li> </ul>

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Year 5

Composition and effect	Structure and organisation	Grammar, sentence structure and vocabulary	Punctuation	Drafting, editing and proofreading	Handwriting and spellings
<p><b>Working at</b></p> <ul style="list-style-type: none"> <li>- Writing for a range of audiences is evident and the purpose made clear</li> <li>- Reader often directly addressed</li> <li>- In narrative writing, the plot is welldeveloped, paced and sequenced</li> <li>- Characters are developed with description, dialogue and actions</li> <li>- Settings are used to create atmosphere and to indicate change</li> <li>- In non-narrative writing, content is welldeveloped and logically linked</li> <li>- Writer's, narrator's or character's viewpoint is consistent</li> <li>- Models from reading may be used or integrated into writing</li> </ul> <p><b>Greater depth</b></p> <ul style="list-style-type: none"> <li>- Writing for a range of audiences is evident and the purpose made clear - to inform, entertain, persuade etc. These may be manipulated to create impact and to engage the reader</li> <li>- Dialogue between characters develops reader understanding of characters</li> <li>- Settings are used to indicate a mood change</li> <li>- Viewpoint is usually well controlled and convincing and may be the writer's, narrator's or a character's</li> <li>- Models from reading may be manipulated or inserted into writing for specific reasons</li> </ul>	<p><b>Working at</b></p> <ul style="list-style-type: none"> <li>- Structure and organisation linked to audience/purpose</li> <li>- Paragraphs to mark changes of time, setting, event in narrative</li> <li>- Shifts in time and place are managed effectively</li> <li>- Fronted adverbials often used to link ideas across paragraphs</li> <li>- Within paragraphs, ideas are developed and linked</li> <li>- In non-narrative, appropriate organisational devices are used</li> </ul> <p><b>Greater depth</b></p> <ul style="list-style-type: none"> <li>- Writing shows deliberate adaptation of the features of the chosen structure for the purpose or audience for the writing</li> <li>- Paragraphs are well-controlled</li> <li>- Within paragraphs, ideas are developed and well sequenced.</li> <li>- A range of layout conventions and presentational devices are used</li> </ul>	<p><b>Working at</b></p> <ul style="list-style-type: none"> <li>- Simple, compound and complex sentences used</li> <li>- Expanded phrases and clauses are used to add information or detail.</li> <li>- Direct and reported speech used correctly.</li> <li>- Relative clauses used to add information</li> <li>- Modal verbs used to indicate certainty or possibility</li> <li>- May use adverbs to indicate degrees of possibility</li> <li>- Word choices are selected for deliberate effect</li> </ul> <p><b>Greater depth</b></p> <ul style="list-style-type: none"> <li>- Direct and reported speech used accurately and effectively</li> <li>- Words are carefully and deliberately selected and used precisely to clarify meaning, enhance effect, increase/slow pace and create mood</li> </ul>	<p><b>Working at</b></p> <ul style="list-style-type: none"> <li>- All sentences are demarcated correctly</li> <li>- Commas used to separate clauses and phrases and clarify meaning</li> <li>- Commas sometimes used to avoid ambiguity</li> <li>- Colon used to introduce a list</li> <li>- Inverted commas and other punctuation to indicate direct speech used accurately</li> <li>- Some use of brackets, dashes or commas to indicate parenthesis</li> </ul> <p><b>Greater depth</b></p> <ul style="list-style-type: none"> <li>- Commas used accurately to clarify meaning, and avoid ambiguity</li> <li>- May use colon or semi-colon to link separate clauses</li> <li>- Brackets, dashes or commas used to indicate parenthesis</li> </ul>	<p><b>Working at</b></p> <ul style="list-style-type: none"> <li>- Drafting, re-drafting and editing process is used independently</li> <li>- Process is focused on impact and effect</li> <li>- Writing is proof read independently for accuracy</li> </ul> <p><b>Greater depth</b></p> <ul style="list-style-type: none"> <li>- Drafting, re-drafting and editing process is used independently to make improvements to writing following evaluation of impact</li> </ul>	<p><b>Working at</b></p> <ul style="list-style-type: none"> <li>- The spelling rules and patterns from Year 5/6 are being used accurately with some exception words also spelled correctly</li> <li>- Handwriting is legible and fluent, including appropriate choice of letter shape and whether or not to join letters.</li> <li>• Fluent legible style developing</li> </ul> <p><b>Greater depth</b></p> <ul style="list-style-type: none"> <li>- The spelling rules and patterns from Year 5/6 are being used accurately including confident application of these</li> <li>- Fluent legible style developing</li> </ul>

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Year 6

Composition and effect	Structure and organisation	Grammar, sentence structure and vocabulary	Punctuation	Drafting, editing and proofreading	Handwriting and spellings
<p><b>Working at</b></p> <ul style="list-style-type: none"> <li>- 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)</li> <li>- in narratives, describe settings, characters and atmosphere</li> <li>- integrate dialogue in narratives to convey character and advance the action</li> </ul> <p><b>Greater depth</b></p> <ul style="list-style-type: none"> <li>- write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)</li> <li>- distinguish between the language of speech and writing and choose the appropriate register</li> <li>- Pupils should recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality, colloquial expressions, long coordinated sentences) are less likely in writing and be able to select alternative vocabulary and grammar.</li> </ul>	<p><b>Working at</b></p> <ul style="list-style-type: none"> <li>- use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> </ul>	<p><b>Working at</b></p> <ul style="list-style-type: none"> <li>- 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)</li> <li>- use verb tenses consistently and correctly throughout their writing</li> </ul> <p><b>Greater depth</b></p> <ul style="list-style-type: none"> <li>- exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</li> </ul>	<p><b>Working at</b></p> <ul style="list-style-type: none"> <li>- use the range of punctuation taught at key stage 2 mostly correctly</li> <li>- punctuation for direct speech</li> <li>- ; and : to mark boundaries</li> <li>- : to start a list</li> <li>- Brackets, dashes and commas used to indicate parenthesis</li> <li>- use ? and ! appropriately</li> <li>- use hyphens for compound adjectives and nouns and when starting a new line</li> </ul> <p><b>Greater depth</b></p> <ul style="list-style-type: none"> <li>- use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</li> </ul>	<p><b>Working at</b></p> <ul style="list-style-type: none"> <li>- Drafting, re-drafting and editing process is used independently to make improvements to writing following evaluation of impact</li> <li>- Synonyms are used to improve writing and provide a more precise/appropriate choice</li> </ul>	<p><b>Working at</b></p> <ul style="list-style-type: none"> <li>- spell correctly most words from the year 5 / year 6 spelling list,</li> <li>- use a dictionary to check the spelling of uncommon or more ambitious vocabulary</li> <li>- maintain legibility in joined handwriting when writing at speed.</li> </ul>