



# English: Writing Skills Progression

## EYFS

### **Statutory ELG: Writing**

Children at the expected level of development will:

- 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

### **Statutory ELG: Fine Motor Skills**

Children at the expected level of development will:

- 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.

### **Statutory ELG: Gross Motor Skills**

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### **Statutory ELG: Comprehension (Literacy)**

Children at the expected level of development will:

- 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

### **Statutory ELG: Speaking**

Children at the expected level of development will:

- 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.



# English: Writing Skills Progression

Nursery and Pre-School (Birth to 5 Matters Range 4 and 5)	Reception (Range 6)
<p><b>RANGE 4</b></p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Distinguishes between the different marks they make</li> <li>• Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.</li> </ul> <p><b>Moving and handling</b></p> <ul style="list-style-type: none"> <li>• Sits comfortably on a chair with both feet on the ground</li> <li>• May be beginning to show preference for dominant hand and/or leg/foot</li> <li>• Turns pages in a book, sometimes several at once</li> <li>• Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools</li> <li>• Holds mark-making tools with thumb and all fingers</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Uses language to share feelings, experiences and thoughts</li> <li>• Holds a conversation, jumping from topic to topic</li> <li>• Learns new words very rapidly and is able to use them in communicating</li> <li>• Uses a variety of questions (e.g. <i>what, where, who</i>)</li> <li>• Uses longer sentences (e.g. <i>Mummy gonna work</i>)</li> <li>• Beginning to use word endings (e.g. <i>going, cats</i>)</li> </ul> <p><b>Understanding</b></p> <ul style="list-style-type: none"> <li>• Identifies action words by following simple instructions, e.g. <i>Show me jumping</i></li> <li>• Beginning to understand more complex sentences, e.g. <i>Put your toys away and then sit on the carpet</i></li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</li> <li>• Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</li> <li>• Uses their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences</li> <li>• Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</li> <li>• Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</li> </ul> <p><b>Moving and handling</b></p> <ul style="list-style-type: none"> <li>• Uses simple tools to effect changes to materials</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control and intention</li> <li>• Shows a preference for a dominant hand</li> <li>• Begins to use anticlockwise movement and retrace vertical lines</li> <li>• Begins to form recognisable letters independently.</li> <li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>• Extends vocabulary, especially by grouping, naming, exploring the meaning and sounds of new words.</li> <li>• Use language to imagine and recreate roles and experiences in play situations</li> </ul>



# English: Writing Skills Progression

- Understands who, what, where in simple questions (e.g. *Who's that? Who can? What's that? Where is?*)
- Developing understanding of simple concepts (e.g. *fast/slow, good/bad*)

## **RANGE 5**

### **Writing**

- Makes up stories, play scenarios, and drawings in response to experiences, such as outings
- Sometimes gives meaning to their drawings and paintings
- Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves
- Includes mark making and early writing in their play
- Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right
- Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes
- Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words
- Begins to make letter-type shapes to represent the initial sound of their name and other familiar words

### **Moving and handling**

- Creates lines and circles pivoting from the shoulder and elbow
- Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons

### **Speaking**

- Beginning to use more complex sentences to link thoughts (e.g. using *and, because*)
- Able to use language in recalling past experiences • Can retell a simple past event in correct order (e.g. *went down slide, hurt finger*)

- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play.

### **Understanding**

- Understands a range of complex sentence structures including negatives, plurals, and tense markers.



# English: Writing Skills Progression

- Uses talk to explain what is happening and anticipate what might happen next
- Questions why things happen and gives explanations. Asks e.g. *who, what, when, how*
- Beginning to use a range of tenses (e.g. *play, playing, will play, played*)
- Continues to make some errors in language (e.g. *runned*) and will absorb and use language they hear around them in their community and culture
- Uses intonation, rhythm and phrasing to make the meaning clear to others
- Talks more extensively about things that are of particular importance to them
- Builds up vocabulary that reflects the breadth of their experiences
- Uses talk in pretending that objects stand for something else in play, e.g. *This box is my castle*

## Understanding

- Shows understanding of prepositions such as *under, on top, behind* by carrying out an action or selecting correct picture
- Responds to instructions with more elements, e.g. *Give the big ball to me; collect up all the blocks and put them in the box*
- Beginning to understand *why* and *how* questions

## Key Vocabulary

### Key Stage 1

#### End of KS1 National Curriculum Expectations (Teacher assessment framework 2018)

- Write simple, coherent narratives about personal experiences and those of others (real or fictional)
- Write about real events, recording these simply and clearly
- Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- Use present and past tense mostly correctly and consistently



# English: Writing Skills Progression

- Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- Spell many common exception words (Year 1 and Year 2 word list in National Curriculum 2013)
- Form lower-case letters, 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.

Year 1				
Phonics and Spelling	Punctuation and grammar	Sentence construction	Handwriting	Planning, editing and writing
<p><b>Phonics</b> To name the letters of the alphabet in order</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with adjacent consonants e.g. <b>lost</b> or <b>clip</b>.</p> <p>Reading is taught alongside spelling so pupils understand that they can read back words they have spelt.</p> <p><b>Spelling</b> To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</p>	<p><b>Grammatical terms</b> To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.</p> <p><b>Capitalisation</b> To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces.</p> <p><b>Punctuation</b></p>	<p><b>Composition</b> To recognise sentence boundaries in spoken sentences.</p> <p>To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>To use simple sentence structures.</p> <p>To begin to form simple compound sentences.</p>	<p><b>Letter direction and position</b> To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p><b>Letter and digit formation</b> To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)</p>	<p><b>Planning</b> To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p><b>Narratives</b> To sequence sentences to form short narratives. To use adjectives to describe.</p> <p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p><b>Editing</b> To discuss what they have written with the teacher or other pupils including reference to grammatical terminology.</p>



# English: Writing Skills Progression

<p>To spell words containing the 40+ previously taught phonemes.</p> <p>To spell some (30%) words in a phonically plausible way, even if sometimes incorrect.</p> <p>To spell days of the week correctly.</p> <p>To spell simple compound words (e.g. dustbin, football).</p> <p>To read words that they have spelt.</p> <p><b>Common Exception Words (CEWs)</b> To spell the Y1 common exception words correctly.</p> <p><b>Prefixes and suffixes</b> To use -s and -es to form regular plurals correctly.</p> <p>To use the prefix 'un-' accurately.</p> <p>To successfully add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).</p> <p><b>Other</b> To apply spelling rules and guidance, as listed in English Appendix 1 of the Y1 English National Curriculum (2013.)</p>	<p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p> <p><b>Other</b> To use and understand the grammatical terminology in English Appendix 2 of the Y1 English National Curriculum (2013.)</p>	<p><b>Conjunctions</b> To use the joining word (conjunction) 'and' to link ideas and sentences.</p>	<p>and to practise these.</p> <p>To form digits 0-9.</p> <p><b>Spacing</b> To use spacing between words.</p> <p><b>Pencil grip and posture</b> To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p><b>Other</b> Left-handed pupils receive specific teaching to meet their needs.</p>	<p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p>
<p><b>Key Vocabulary</b></p>				



# English: Writing Skills Progression

Year 2				
Phonics and Spelling	Punctuation and grammar	Sentence construction	Handwriting	Planning, editing and writing
<p><b>Letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, idea, joining word, prefix, suffix, verb, noun, adjective, alphabet, vowel, consonant, digraph, trigraph, spell, common exception words, red words.</b></p> <p><b>Segmenting</b> To segment spoken words into phonemes and to represent these with graphemes, spelling many (50%) of these words correctly and making phonically-plausible attempts at others. This should be applied to both single-syllable and multi-syllabic words.</p> <p><b>Spelling rules</b> To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common <b>homophones</b> (e.g. bare/bear, blue/ blew, night/knight) and <b>near homophones</b> (e.g. quiet/quite.)</p> <p>To learn the use of so-called silent letters and groups of letters separated from the way a word is pronounced e.g. -le at the end of table.</p> <p><b>Common Exception Words (CEWs)</b> To spell most (70%) Y1 and Y2 common exception words correctly.</p> <p><b>Suffixes</b></p>	<p><b>Grammatical terms</b> To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p> <p><b>Possessive apostrophe</b> To learn the possessive singular apostrophe (e.g. the girl's book).</p> <p><b>Punctuation</b> To use the full range of punctuation taught at key stage 1 mostly correctly including: -capital letters, full stops, question marks and exclamation marks; -commas to separate lists; -apostrophes to mark singular possession and contractions.</p> <p><b>Other</b> To use and understand the grammatical terminology in</p>	<p><b>Composition</b> To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p><b>Tense</b> To use the present tense and the past tense correctly and consistently including the progressive form.</p> <p><b>Sentence forms</b> To form sentences with different forms: statement, question, exclamation, command.</p>	<p><b>Letter size and formation</b> To form lower case letters of the correct size, relative to one another.</p> <p>To revise and practice letter formation frequently.</p> <p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p><b>Spacing</b> To use spacing between words that reflects the size of the letters.</p>	<p><b>Narratives</b> To write narratives about personal experiences and those of others (real and fictional).  To write about real events.  To write simple poetry.  To write for different purposes.</p> <p><b>Planning</b> To plan or say out loud what they are going to write about.  Write down ideas and/or key words and new vocabulary.  To encapsulate what they want to say, sentence by sentence.</p> <p><b>Vocabulary</b> To use new vocabulary from their reading, their discussions about it (one- to-</p>



# English: Writing Skills Progression

<p>To add suffixes to spell longer words e.g. -ment, -ness, -ful, -less, -ly.</p> <p><b>Contractions</b> To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p><b>Other</b> To apply spelling rules and guidance, as listed in English Appendix 1 of the Y2 English National Curriculum (2013.)</p>	<p>English Appendix 2 of the Y2 English National Curriculum (2013.)</p>	<p><b>Noun Phrases</b> To use expanded noun phrases to describe and specify (e.g. the blue butterfly)</p> <p><b>Conjunctions</b> To use co-ordination (or/and/but). To use some (30%) subordination (when/if/that/because).</p>	<p><b>Cursive</b> To begin to 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>one and as a whole class) and from their wider experiences.</p> <p><b>Editing</b> To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p>
---	---	---	--	---

### Key Vocabulary

Syllable, homophones, near homophones, common exception words, red words, suffix, prefix, contraction, conjunction, noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe, comma, possessive apostrophe, singular, plural, capital letter, full stop, question mark, exclamation mark, sentence, punctuation, grammar, tense, past tense, present tense, co-ordination, subordination, letter size, letter formation, cursive, joined, finger space, narrative, fiction, non-fiction,





# English: Writing

## Skills Progression

vocabulary, plan, proof read, edit, correct, sense, genre, mystery, adventure, horror, science fiction, recount, information text, letter, diary, postcard, setting, description, rhyme.