



Subject Area: Writing



Knowledge/skills progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Writing in non-fiction forms</p>	<p>Nursery Use a wider range of vocabulary.</p> <p>Understand non-fiction 'why' questions.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or friend.</p> <p>Reception Learn new vocabulary. To use new vocabulary throughout the day.</p> <p>Ask questions to find out more.</p> <p>Re-read what they have written to check that it makes sense.</p>	<p>Read own writing aloud clearly for others to hear and discuss</p>	<p>Write about real events, recording these simply and clearly</p>	<p>Write for a range of real purposes and audience beginning to develop an awareness of appropriate language and form (e.g. letter; report writing)</p>	<p>Write for a range of purposes and audiences with an increasing awareness of appropriate language and form (e.g. description of a school event, poetry to evoke feelings)</p>	<p>Write for a range of purposes and audiences, and mostly select language that shows good awareness of the reader (e.g. clarity of explanations and appropriate level of formality in speech writing)</p>	<p>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)</p>

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Writing narratives	<p>Nursery Engage in extended conversations about stories, learning new vocabulary.</p> <p>Introduces a storyline or narrative to their play.</p> <p>Reception Articulate their ideas and thoughts in well-formed sentences.</p> <p>Engages in imaginative play</p>	Orally rehearse sentences and sequence them to form short narratives	Write simple, coherent narratives about personal experiences and those of others (real or fictional)	Create settings, characters and plot in narrative Use speech punctuation correctly when following modelled writing	Create settings, characters and plot in narrative Use speech punctuation correctly most of the time Use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentences and begin to vary the position of clauses within a sentence)	In narratives, describe settings, characters and atmosphere Begin to convey character and advance the action through dialogue, maintaining a balance of speech and description Select vocabulary and grammatical structures that are appropriate for the audience and purpose (e.g. correct sentence types; tenses; a range of verb forms; relative clauses)	In narratives, describe settings, characters and atmosphere Integrate dialogue in narratives to convey character and advance the action 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)

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Cohesion	<p>Nursery Develop their pronunciation but may have problems saying sound sounds or multi-syllabic words.</p> <p>Reception Connect one idea or action to another using a range of connectives (verbally).</p> <p>Make use of conjunctions, with modelling and support from their teacher.</p> <p>Spell words by identifying the sounds and then writing the sounds with letters.</p>	Join words and clauses with the conjunction 'and'	Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses	Use some conjunctions (e.g. and, because, when, even though), adverbs (e.g. often, quickly, very) and prepositions (e.g. next, underneath, with) for cohesion and to add detail	Use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause)	Use a range of devices to build cohesion within and across paragraphs (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) in much of their writing	Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
Verb tenses	<p>Nursery Develop their communication but may continue to have problems with irregular tenses and plurals.</p> <p>Reception Express ideas and feelings about experiences using past, present, and future tenses.</p>	Use past present and future accurately in speech and begin to incorporate these in their writing	Use present and past tense mostly correctly and consistently	Use past and present tense mostly correctly (e.g. ran, wander) and begin to use other verb forms (e.g. will go, have eaten)	Use past and present tenses correctly, and include a wider range of verb forms (e.g. we were going; they have been)	Use verb tenses consistently and correctly throughout most of their writing	Use verb tenses consistently and correctly throughout their writing

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Sentence punctuation	<p>Nursery Uses some of their print and letter knowledge in their early writing. E.g. writing a pretend shopping list that starts at the top writing 'm' for mummy.</p> <p>Writes some or all letters of their name.</p> <p>Reception Form lower-case and capital letters correctly.</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	Demarcate many sentences using a capital letter and a full stop, question mark or exclamation mark	Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required	Use the range of punctuation taught up to and including Y3 mostly correctly (e.g. apostrophes for possession, commas in lists)	Use the range of punctuation taught up to and including Y4 mostly correctly (e.g. commas after adverbials; use of apostrophe)	Use the range of punctuation taught up to and including Y5 mostly correctly (e.g. commas separating clauses; punctuation for parenthesis)	Use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)

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Handwriting	<p>Nursery Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>To use one-handed tools and equipment, e.g. making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Writes some letters accurately</p> <p>Show a preference for a dominant hand.</p> <p>Reception Develop overall body strength and coordination.</p> <p>Develop small motor skills so that they can use a range of tools competently, safely and confidently.</p>	<p>Form many letters and digits correctly, with some difference between upper and lower-case letters</p> <p>Use spaces between words</p>	<p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters</p> <p>Use spacing between words that reflects the size of the letters</p>	<p>Increase the legibility, consistency and quality of handwriting (e.g. by ensuring that downstrokes of letters are parallel and equidistant</p> <p>Join letters with diagonal and horizontal strokes where appropriate</p>	<p>Write legibly and with increasing fluency, paying attention to size and spacing</p> <p>Maintain the use of joined handwriting throughout independent writing</p>	<p>Write legibly, fluently and with increasing speed</p>	<p>Maintain legibility in joined handwriting when writing at speed</p>

Please see phonics overview for spelling progression