Progression in Writing

EYFS Statutory Educational Programme

Literacy It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

	Nursery	Reception	Year 1	Year 2	Year 3/4	Year 5/6
Transcription: Spelling	(DM 2020: Literacy) Develop their phonological	(DM 2020: Literacy) Read individual letters by	Spelling (see English Appendix 1)	Spelling (see English Appendix 1)	Spelling (see English Appendix 1)	Spelling (see English Appendix 1)
Spelling	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother (DM 2020: Communication and Language) Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter—sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Spell words by identifying the sounds and then writing the sound with letter/s.	Pupils should be taught to: spell: -words containing each of the 40+ phonemes already taught -common exception words -the days of the week • name the letters of the alphabet: -naming the letters of the alphabet in order - using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes:	Pupils should be taught to spell by: • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms	use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or	Appendix 1) Pupils should be taught to: use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
		Early Learning Goals Literacy	-using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular	apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near	three letters of a word to check its spelling in a dictionary	use dictionaries to check the spelling and meaning of words

School Improvement Liverpool

ELG:	i: Writing	marker for verbs	homophones	write from memory	
Child	ldren at the expected			simple sentences,	 use the first three or
level	el of development will: -	-using the prefix un-	 add suffixes to spell 	dictated by the teacher,	four letters of a word to
Writ	ite recognisable letters,		longer words, including –	that include words and	check spelling, meaning
mosi	st of which are correctly	-using –ing, –ed, –er and –	ment, –ness, –ful, –less, –	punctuation taught so	or both of these in a
form	med;	est where no change is	ly	far.	dictionary
- Spe	ell words by identifying	needed in the spelling of			
soun	nds in them and	root words [for example,			use a thesaurus.
repro	resenting the sounds	helping, helped, helper,	 apply spelling rules and 		
with	h a letter or letters;	eating, quicker, quickest]	guidance, as listed in		
- Wr	rite simple phrases and		English Appendix 1		
sent	tences that can be read	 apply simple spelling 			
by of	others.	rules and guidance, as	 write from memory 		
		listed in English	simple sentences		
		Appendix 1	dictated by the teacher		
			that include words using		
		 write from memory 	the GPCs, common		
		simple sentences	exception words and		
		dictated by the	punctuation taught so		
		teacher that include	far.		
		words using the GPCs			
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		exception words			
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Progression in Writing

	Nursery	Reception	Year 1	Year 2	Year 3/4	Year 5/6
Transcription	(DM 2020: Literacy)	(DM 2020: Literacy)	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:
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Transcription: Handwriting	(DM 2020: Literacy) Write some letters accurately. Write some or all of their name. (DM 2020: Physical Development) Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start eating independently and learning how to use a knife and fork. Show a preference for a dominant hand. (DM 2020: Expressive Arts and Design) Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing	(DM 2020: Literacy) Form lower-case and capital letters correctly. (DM 2020: Physical Development) Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop the foundations of a handwriting style which is fast, accurate and efficient. Early Learning Goals Physical Development 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,	Pupils should be taught to: • sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these	Pupils should be taught to: • form lower-case letters of the correct size relative to one another • 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 • write 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.	Pupils should be taught to: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	Pupils should be taught to: • write legibly, fluently and with increasing speed by: -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters -choosing the writing implement that is best suited for a task.
	complexity and detail, such as representing a	paint brushes and cutlery; - Begin to show accuracy				
	face with a circle and including details.	and care when drawing. Literacy				
	Use drawing to represent	ELG: Writing				

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.		ideas like movement or	Children at the expected				
Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Composition (DM 2020: Literacy) Engage in extended conversations about stories, learning new vocabulary. Understand the five key concepts about print: - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different purposes - we read finglish text from left to right and from top to bottom - the names of the different parts of a book - page sequencing - Use some of their print and letter knowledge in their early writing, For example; writing a pretend shopping list that starts at the top of the page, writing im for mummy. With the recognisable letters, most of which are correctly formed; as considering how authors between the context hat it makes sense that can be read shopping list that starts at the top of the page, writing im for for mummy. With a letter or letters; Writing a price of the page sequencing clearly enough to be taught to: Write short sentences with words with known sounds and sentences with words with known sounds and they are going to write about a stricture, wordsularly and grammar should be taught to: **Write semtences by: **saying out loud what they are going to write about a stricture, wordsularly and grammar should be taught to: **writing should be taught to: **writing should be taught to: **pupils should be taught to: **writing narratives about a stitution for writing by: **discussing writing similar for writing by: **discussing writing should be taught to: **pupils should be taught to: **pupils should be taught to: **writing should be taught to: **pupils should be taught to: **writing narratives about and they write in order to the they are going it to write in order took of their writing for writing by: **writing narratives about and they are going							
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and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. And letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Listen to and talk about stories to build familiarity the teacher. the teacher. going to write before beginning by: rand an increasing range of sentence structures sentence structures (English Appendix 2) rorganising paragraphs -selecting appropriate		•	to another using a range of		 consider what they are 	orally (including dialogue),	have developed
their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. their early writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Listen to and talk about stories to build familiarity beginning by: -planning or saying out loud what they are going to write about to write about varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) write about -organising paragraphs -selecting appropriate		and letter knowledge in	connectives.	1	going to write before	progressively building a	characters and settings
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the top of the page; writing 'm' for mummy. Listen to and talk about stories to build familiarity Listen to and talk about stories to build familiarity Listen to and talk about stories to build familiarity Listen to and talk about stories to build familiarity Listen to and talk about stories to build familiarity Listen to and talk about stories to build familiarity Listen to and talk about stories to build familiarity Listen to and talk about stories to build familiarity Listen to and talk about stories to build familiarity		example: writing a pretend	Describe events in some			-	read, listened to or seen
writing 'm' for mummy. Listen to and talk about stories to build familiarity to write about -organising paragraphs -selecting appropriate		shopping list that starts at	detail.		-planning or saying out	sentence structures	performed 🛭 draft and
writing 'm' for mummy. Listen to and talk about stories to build familiarity to write about -organising paragraphs -selecting appropriate		the top of the page;			loud what they are going	(English Appendix 2)	write by:
		writing 'm' for mummy.	Listen to and talk about				
			stories to build familiarity			-organising paragraphs	-selecting appropriate
(DM 2020: Communication and understanding. -writing down ideas around a theme grammar and vocabulary,		(DM 2020: Communication	and understanding.		-writing down ideas	0 0, 0 ,	
and language) and/or key words, understanding how such					_		
Use longer sentences of Early Learning Goals including new vocabulary -in narratives, creating choices can change and			Early Learning Goals			-in narratives, creating	_
four to six words. settings, characters and enhance meaning		_	_			_	
Literacy -encapsulating what they plot			Literacy		-encapsulating what they		

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	utatus u			to a constitue of contlet
ELG: W	-	want to say, sentence by		-in narratives, describing
	n at the expected	sentence	-in non-narrative material,	settings, characters and
	development will:		using simple	atmosphere and
	recognisable	 make simple additions, 	organisational devices [for	integrating dialogue to
	most of which are	revisions and	example, headings and	convey character and
	ly formed;	corrections to their own	sub-headings]	advance the action
- Spell v	words by identifying	writing by:		
sounds	in them and		evaluate and edit by:	-précising longer passages
represe	enting the sounds	-evaluating their writing		
with a l	etter or letters;	with the teacher and	-assessing the	-using a wide range of
- Write	simple phrases and	other pupils	effectiveness of their own	devices to build cohesion
sentend	ces that can be read	-re-reading to check that	and others' writing and	within and across
by othe	ers.	their writing makes sense	suggesting improvements	paragraphs
		and that verbs to indicate		
		time are used correctly	-proposing changes to	-using further
		and consistently, including	grammar and vocabulary	organisational and
		verbs in the continuous	to improve consistency,	presentational devices to
		form	including the accurate use	structure text and to guide
			of pronouns in sentences	the reader [for example,
		-proof-reading to check	,	headings, bullet points,
		for errors in spelling,	-proof-read for spelling	underlining]
		grammar and punctuation	and punctuation errors	<i>5.</i>
		[for example, ends of	p	evaluate and edit by:
		sentences punctuated	-read aloud their own	
		correctly]	writing, to a group or the	-assessing the
		6611661.7]	whole class, using	effectiveness of their own
		-read aloud what they	appropriate intonation	and others' writing 2
		have written with	and controlling the tone	proposing changes to
		appropriate intonation to	and volume so that the	vocabulary, grammar and
		make the meaning clear.	meaning is clear.	punctuation to enhance
		make the meaning clear.	illeaning is clear.	effects and clarify meaning
				effects and clarify meaning
				-ensuring the consistent
				and correct use of tense
				throughout a piece of
				writing
				oncuring correct subject
				-ensuring correct subject
				and verb agreement when
				using singular and plural,
				distinguishing between the
				language of speech and
				writing and choosing the

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			appropriate register
			-proof-read for spelling and punctuation errors

^{*}References for EYFS are taken from Development Matters. They are not intended to link into the Key stage One curriculum but rather to provide the foundation for children to acquire the knowledge, skills and understanding necessary for their future next steps.

^{*}EY practitioners will also consider the Characteristics of Effective Learning when considering the best ways to support children's progress