

Writing Progression Map (EYFS – Year 6)

Standard	EYFS 3-4 year olds Reception Early Learning Goal	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Working Towards (WTS)</b></p>	<p>Write words using a mix of appropriate/random letters.</p> <p>Spell own name.</p> <p>Begin to form recognisable letters.</p> <p>Show a preference for a dominant hand.</p> <p>Begin to break flow of speech into words.</p> <p>Attempt to write short sentences in meaningful contexts (may not be easily read by others).</p> <p>Say aloud what they want to write.</p> <p><i>Use large-muscle movements to wave flags and streamers, paint and make marks.</i></p> <p><i>Use one-handed tools and equipment, for example, making snips in paper with scissors.</i></p> <p><i>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</i></p> <p><i>Use longer sentences of four to six words</i></p> <p><i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</i></p>	<p>Spell most CVC words and begin to segment words into phonemes and represent these by graphemes (Phase 2 &amp; 3).</p> <p>Spell some Year 1 HFW and common exception (tricky) words correctly.</p> <p>Begin to form capital letters.</p> <p>Form most letters correctly, although size and shape (may be irregular or reversed).</p> <p>Begin to write simple sentences.</p> <p>Begin to show awareness of how to use full stops and capital letters in writing. Used in the correct place on at least one occasion.</p> <p>Use finger spaces between some words.</p> <p>Begin to sequence sentences to form short narratives / recounts.</p> <p>Re-read writing to ensure it makes sense.</p> <p>Produce own ideas for writing.</p>	<p>Segment words into phonemes and represent these by graphemes, spelling some of these words correctly and making phonically plausible attempts at others.</p> <p>Can spell some Y2 common exception words correctly.</p> <p>Use some suffixes to spell some words correctly (e.g. ing, ed, er, es, ly).</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form lower-case letters of the correct size relative to one another in some of their writing.</p> <p>Demarcate some sentences with capital letters and full stops.</p> <p>Regularly uses finger spaces between words.</p> <p>Write sentences that are sequenced to form a short narrative (real or fictional).</p> <p>Produce own ideas for writing and shows some evidence of attempting interesting vocabulary.</p> <p>Use some noun phrases.</p> <p>Write simple and compound sentences with evidence of using 'and' plus at least one other conjunction to join clauses correctly.</p>	<p>Can spell some words from NC Y3 and Y4 word list plus school list.</p> <p>Spell many common exception words correctly and words with contracted forms.</p> <p>Add suffixes to spell most words correctly (e.g. ing, ed, es, er, ly).</p> <p>Use the diagonal and horizontal strokes needed to join most letters.</p> <p>Demarcate sentence with capital letters and full stops mostly correct.</p> <p>Use some apostrophes correctly for omission and singular possession.</p> <p>Attempt to use inverted commas to punctuate direct speech but may not always be correct.</p> <p>Write effectively and coherently for different purposes, with consideration of vocabulary and grammar.</p> <p>Show evidence of attempting some ambitious vocabulary.</p> <p>Begin to organise writing using paragraphs.</p> <p>Confidently use co-ordinating conjunctions to joins clauses.</p> <p>Begin to use a range of subordinating conjunctions to form complex sentences.</p>	<p>Can spell many words from NC Y3 and Y4 word list plus school list.</p> <p>Sometimes select the correct homophone.</p> <p>Handwriting is usually joined, consistent and fluent.</p> <p>Use capital letters and full stops correctly.</p> <p>Use apostrophes for omission and singular possession sometimes correctly.</p> <p>Use inverted commas to punctuate direct speech inserting commas correctly some of the time.</p> <p>Show some evidence of commas to mark clauses.</p> <p>Use paragraphs to organise writing logically.</p> <p>Link some paragraphs to ensure flow of writing.</p> <p>Show evidence of well selected vocabulary considering purpose and audience.</p> <p>Open sentences in many different ways (e.g. fronted adverbials).</p> <p>Adapt chosen form to audience.</p> <p>Begin to use complex sentences where subordination is at the start (on more than one occasion).</p> <p>Begin to vary sentence length and sentence type</p>	<p>Can spell most words from NC Y3 and Y4 word list plus school list.</p> <p>Spell some words containing silent letters.</p> <p>Handwriting is usually joined, consistent and fluent.</p> <p>Use capital letters, full stops, ?, !, apostrophes and commas in a list.</p> <p>Show evidence of commas to mark clauses - many used accurately.</p> <p>Use inverted commas to punctuate direct speech including inserting commas, mostly used correctly.</p> <p>Begin to select a range of devices to organise writing (e.g. headings, bullet points, logically sequenced events, etc.).</p> <p>Begin to show evidence of well selected vocabulary, considering purpose and audience.</p> <p>Use style and tense appropriate to task and mostly maintained in pieces of writing.</p> <p>Show some attempts to select and use imaginative and ambitious vocabulary appropriately for effect.</p> <p>Begin to use more sophisticated conjunctions to link ideas and sentences (e.g. as a result, although, however, even though).</p> <p>Use a variety of sentence (simple, compound and complex) including complex sentences where the position on the subordinate clause is changed.</p>	<p>Can spell most words from NC Y3 and Y4 word list and some from Y5 and 6 list.</p> <p>Write for a range of purposes.</p> <p>Use paragraphs to organise ideas.</p> <p>In narratives, describe settings and characters.</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>Use capital letters, full stops, question marks, commas for lists and apostrophes for contractions, mostly correctly.</p> <p>Write legibly (but not joined).</p>

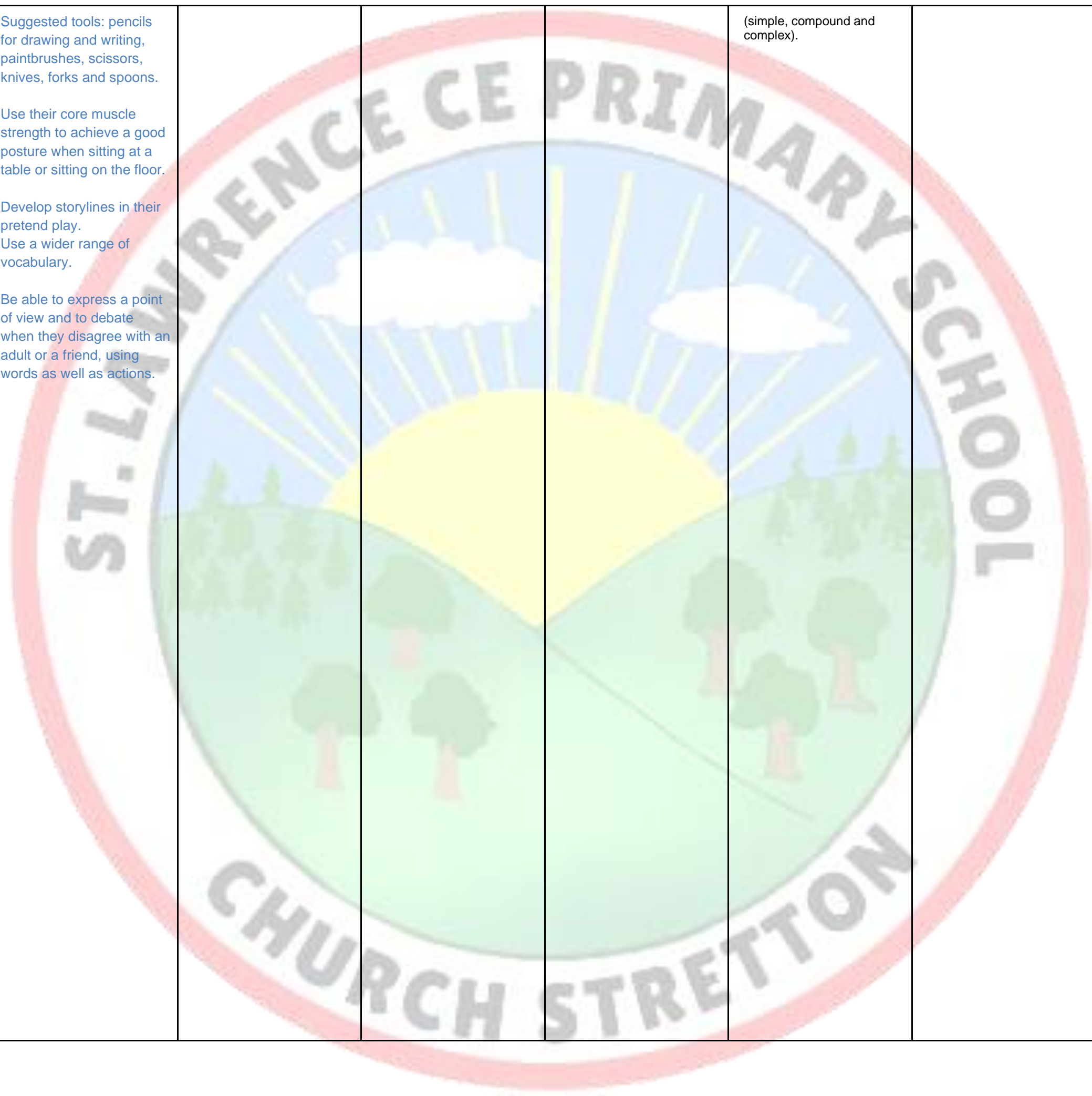
Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Develop storylines in their pretend play.  
Use a wider range of vocabulary.

Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

(simple, compound and complex).



Standard	EYFS 3-4 year olds Reception Early Learning Goal	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Expected (EXS)</b>	<p>Make phonetically plausible attempts to spell simple words.</p> <p>Spell most of the words from the high frequency list (Phase 2 &amp; 3).</p> <p>Spell many CVC words correctly.</p> <p>Draw recognisable letters of the alphabet.</p> <p>Write own name with correct letter formation, although size and shape may be inconsistent.</p> <p>Hold a pencil effectively (correct grip may not be established yet).</p> <p>Usually leave a finger space between words.</p> <p>Say the purpose of different texts/ types of writing (at least three).</p> <p>Write simple labels and captions.</p> <p>Show some control over word order, producing short logical statements.</p>	<p>Segment words into phonemes and represent these by graphemes, spelling some correctly (Phases 2, 3, 4 and 5).</p> <p>Spell most Year 1 HFW and common exception words correctly.</p> <p>Use some suffixes (e.g. ing, ed, er, s).</p> <p>Form capital letters.</p> <p>Sit and hold pencil correctly (with correct grip).</p> <p>Usually write lower case letters in regular size, shape and orientation.</p> <p>Use full stops in writing and capital letters to demarcate some sentences but may not be consistent.</p> <p>Use finger spaces between most words.</p> <p>Usually use capital letters for proper nouns and personal pronoun 'I'.</p>	<p>Segment 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 Y2 common exception words correctly.</p> <p>Use some suffixes to spell some words correctly (e.g. ing, ed, er, es, ly, est, ful).</p> <p>Form capital letters and digit of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>Use spacing between words that reflect the size of the letters.</p> <p>Demarcate most sentences with capital letters and full stops.</p> <p>Mostly correct use of question marks and exclamation marks when required.</p>	<p>Spell most common exception words and words with contracted forms.</p> <p>Use suffixes to spell many words correctly (e.g. ing, ed, es, er, ly, ment, ness).</p> <p>Handwriting is sometimes joined and legible and show consistency in letter formation.</p> <p>Demarcating sentence with capital letters and full stops correctly.</p> <p>Correct use of question marks and exclamation marks.</p> <p>Use commas in a list.</p> <p>Use many apostrophes for omission and singular possession.</p> <p>Use inverted commas to punctuate most direct speech.</p>	<p>Select the correct homophone, mostly accurately.</p> <p>Handwriting is joined, consistent and fluent.</p> <p>Use apostrophes for omission and singular possession correctly.</p> <p>Show evidence of commas to mark clauses- many used accurately.</p> <p>Use inverted commas to punctuate most direct speech inserting commas- many used correctly.</p> <p>Use exclamation marks and question marks correctly.</p> <p>Link many paragraphs to ensure flow of writing beginning to use some cohesive devices.</p> <p>Organise ideas appropriately for purpose and reader (e.g. headings,</p>	<p>Can spell most words from NC Y5 and Y6 word list and school list.</p> <p>Can spell many words containing silent letters.</p> <p>Handwriting is joined, consistent and fluent.</p> <p>Begin to use ( ) and – .</p> <p>Use punctuation to show division between clauses with confidence e.g. comma and dash.</p> <p>Link paragraphs to ensure flow of writing using cohesive devices effectively including adverbials of time, place and number.</p> <p>Use a range of devices considering audience and genre (e.g. headings, bullet points, logically sequenced events etc.).</p> <p>Use style and tense appropriate to task and maintained throughout</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> <p>In narratives, describe settings, characters and atmosphere.</p> <p>Integrate dialogue in narratives to convey character and advance the action.</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>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place,</p>

<p><b>Expected (EXS) Standard continued</b></p>	<p>Begin to attempt to write a recount of simple known stories.</p> <p>Write simple sentences which can be read by themselves and others.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Shows a preference for a dominant hand. Write some letters accurately.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>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; write 'm' for mummy.</p> <p>Write some or all of their name. Write some letters accurately.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Invent, adapt and recount narratives and stories with peers and teachers.</p> <p>Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</p>	<p>Begin to use question marks and exclamation marks.</p> <p>Sequence sentences to form short narratives / recounts.</p> <p>Re-read writing to ensure it makes sense.</p> <p>Produce own ideas for writing and shows some control over word order to produce logical statement.</p> <p>Write simple sentences.</p> <p>Join words and clauses using 'and' or any other connectives.</p> <p>Write in past and present tense correctly some of the time.</p>	<p>Write about real events, recording these simply and clearly.</p> <p>Write simple, coherent narratives about personal experiences and those of others (real or fictional).</p> <p>Write for different purposes, showing some awareness of audience.</p> <p>Use some expanded noun phrases to describe and specify.</p> <p>Show evidence of attempting adventurous/interesting vocabulary.</p> <p>Use co-ordination (e.g. and, but, or, so) to join clauses.</p> <p>Use some subordination (e.g. because, if, that) to join clauses.</p> <p>Write in past and present tense, mostly correctly and consistently.</p>	<p>Use paragraphs to organise their writing logically but may be inconsistent.</p> <p>Begin to link paragraphs (e.g. adverbs and prepositions).</p> <p>Begin sentences in different ways to avoid repetition.</p> <p>Sometimes adapt chosen form to the audience.</p> <p>Use expanded noun phrases to describe and specify.</p> <p>Use adjectives and adverbs for description.</p> <p>Show evidence of attempting adventurous/interesting vocabulary considering purpose and audience.</p> <p>Use co-ordination and subordination to join clauses with variety.</p> <p>Use past and present tense correctly and consistently including progressive form.</p> <p>Express time and place using adverbs and prepositions.</p> <p>Use correct noun and verb agreement.</p>	<p>bullet points, logically sequenced events etc.).</p> <p>Use fronted adverbials with correct comma placement.</p> <p>Use a style appropriate to task and mostly maintained.</p> <p>Use carefully selected expanded noun phrases.</p> <p>Use carefully selected verbs and adverbs.</p> <p>Show evidence of well selected, ambitious vocabulary considering purpose and audience.</p> <p>Use nouns, pronouns and tenses accurately and consistently throughout.</p> <p>Begin to use a variety of complex sentences changing the position of the subordinate clause appropriately.</p> <p>Begin to use a variety of sentence for effect (simple, compound and complex).</p> <p>Use the correct determiner / article (e.g. the, a, an).</p>	<p>Use many modal verbs to indicate degrees of possibility.</p> <p>Selecting and using imaginative and ambitious vocabulary appropriately for effect.</p> <p>Use more sophisticated conjunctions to link some clauses (e.g. although, however, despite, even though, as a result) when appropriate.</p> <p>Use a variety of sentence for effect with confidence (simple, compound and complex).</p>	<p>pronouns, synonyms) within and across paragraphs.</p> <p>Use verb tenses consistently and correctly throughout their writing.</p> <p>Use the range of punctuation mostly correctly: full stop, comma, question mark, exclamation mark, speech marks, apostrophe, brackets, dash, hyphen, ellipses, colon and semi-colon.</p> <p>Use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</p> <p>Maintain legibility in joined handwriting when writing at speed.</p> <p>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).</p>
---	---	---	--	--	---	---	--

<p><b>Greater Depth (GDS)</b></p> <p><i>N.B. GDS is no longer a final assessment judgement at the end of EYFS.</i></p>	<p><b>EYFS</b></p> <p><i>Spell phonically regular words of more than one syllable.</i></p> <p><i>Spell many irregular and high frequency words (Phase 2 &amp; 3) with only occasional errors).</i></p> <p><i>Form most letters correctly although size and shape may be irregular.</i></p> <p><i>Consistently leave a space between words.</i></p> <p><i>Begin to show awareness of how to use full stops.</i></p> <p><i>Begin to show awareness of how to use capital letters.</i></p> <p><i>Use key features of narrative in their own writing.</i></p> <p><i>Produce 5 or more logical sentences on one theme.</i></p> <p><i>Begin to use and to join sentences and ideas.</i></p>	<p><b>Year 1</b></p> <p>Segment words into phonemes and represent these by graphemes, spelling most correctly.</p> <p>Spell most Year 1 HFW and common exception words correctly and some from the Year 2 list.</p> <p>Use some suffixes to spell some words correctly (e.g. ing, ed, er, es, ly).</p> <p>Usually write lower-case letters in regular size, shape and orientation, always beginning and finishing in the right place.</p> <p>Show some control of ascenders and descenders.</p> <p>Use full stops and capital letters to demarcate many sentences.</p> <p>Use finger spaces between words consistently.</p> <p>Sequence sentences to form longer pieces of writing (more than one paragraph).</p> <p>Produce own ideas for writing and shows some evidence of attempting interesting vocabulary.</p> <p>Write simple and compound sentences.</p> <p>Use 'and' and at least one other conjunction to join clauses correctly.</p> <p>Use past and present tense correctly most of the time.</p>	<p><b>Year 2</b></p> <p>Spell most Y2 common exception words correctly.</p> <p>Add suffixes to spell most words correctly in their writing (e.g. ment, ness, ful, -ess, ly).</p> <p>Use the diagonal and horizontal strokes needed to join some letters Use commas in a list.</p> <p>Contraction apostrophes.</p> <p>Possessive apostrophes.</p> <p>Write effectively and coherently for different purposes, drawing on reading to inform vocabulary and grammar of their writing.</p> <p>Show evidence of attempting some ambitious vocabulary.</p> <p>Begin to organise their writing using paragraphs.</p> <p>Make simple additions, revisions and proof-reading corrections to own writing.</p> <p>Confidently use co-ordinating conjunctions to join clauses.</p> <p>Begin to use a range of subordinating conjunctions to form complex sentences.</p>	<p><b>Year 3</b></p> <p>Use suffixes to spell most words correctly (e.g. -ing, -ed, -es, -er, -ly, -ment, -ness).</p> <p>Spell most words from the NC Year 3 and 4 spelling list and Year 3 and 4 school list.</p> <p>Handwriting is usually joined and legible and show consistency in letter formation.</p> <p>Use apostrophes for omission and singular possession mostly correctly.</p> <p>Use inverted commas to punctuate most direct speech including inserting commas correctly some of the time.</p> <p>Use paragraphs to organise their writing logically.</p> <p>Link many paragraphs (e.g. adverbs and prepositions).</p> <p>Open sentences in many different ways (e.g. fronted adverbials).</p> <p>Adapt chosen form to audience.</p> <p>Show evidence of well selected vocabulary considering purpose and audience.</p> <p>Begin to use complex sentences where subordination is at the start.</p>	<p><b>Year 4</b></p> <p>Spell nearly all words from the NC Y 3 &amp; 4 spelling list and Y3 and 4 school list.</p> <p>Select the correct homophone mostly accurately.</p> <p>Handwriting is joined, consistent and fluent.</p> <p>Use apostrophes for plural possession.</p> <p>Show evidence of commas to mark clauses- mostly used accurately.</p> <p>Use inverted commas to punctuate most direct speech inserting commas- mostly used correctly.</p> <p>Link most paragraphs to ensure flow of writing using cohesive devices effectively.</p> <p>Show evidence of using strategies to engage the reader appropriate for the genre and audience.</p> <p>Begin to use more sophisticated conjunctions to link ideas and sentences (e.g. as a result, although, however, even though).</p> <p>Use a variety of sentence for effect with confidence (simple, compound and complex).</p>	<p><b>Year 5</b></p> <p>Can spell nearly all words from NC Y5 and 6 word list and Y5 and 6 school list.</p> <p>Spell most unfamiliar words containing silent letters.</p> <p>Handwriting is joined, consistent and fluent.</p> <p>Use a hyphen to avoid ambiguity e.g. twenty-three years old, silk-like, re-order, window-shopping, etc.</p> <p>Select appropriate punctuation to show division and relationship between clauses : or ;</p> <p>Confidently use a range of devices (considering audience and genre (e.g. headings, bullet points, logically sequenced events etc.).</p> <p>Confidently uses well selected vocabulary considering purpose and audience including formal and informal (e.g. conversational and colloquial).</p> <p>Begin to use passive voice.</p> <p>Use a wide variety of conjunctions to link clauses for subordination and coordination accurately.</p> <p>Use a variety of sentence for effect with confidence (simple, compound and complex) to manipulate the reader.</p>	<p><b>Year 6</b></p> <p>Distinguish between the language of speech and writing and choose the appropriate register.</p> <p>Recognise that certain features of spoken language (e.g. contracted verb forms, other grammatical informality and colloquial expressions) are less likely in writing and be able to select alternative vocabulary and grammar.</p> <p>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</p> <p>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.</p> <p>Can spell all words from NC Y5 and 6 word list and the Y5 and 6 school list.</p>
--	---	---	---	---	--	--	--