



Studham Village CE Academy – Writing Progression Document

Letter Formation and Handwriting				
EYFS: 3-4 Year Olds	EYFS: Reception	Year 1	Year 2	Year 3
Develop gross and fine motor skills through appropriate activities. Show a preference for a dominant hand. 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. Write some letters accurately.	Continue to develop their gross and fine motor skills so that they can use a range of tools competently, safely and confidently. Develop the foundations of a handwriting style which is fast, accurate and efficient. Form lower-case and capital letters correctly.	Sit correctly at a table, holding a pencil comfortably and correctly. Continue to develop tripod grip of a pencil/pen. Write some lower case and capital letters of the alphabet in the correct direction, starting and finishing in the right place. Form digits 0-9	Sit correctly at a table, holding a pencil comfortably and correctly. Master the tripod grip of a pen/pencil. Form lower case letters of the correct size, relative to one another. Use spacing between words that reflects the size of the letters. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Begin to use the diagonal and horizontal strokes needed to join letters.	Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left not joined. Increase the legibility, consistency and quality of handwriting, e.g.: by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. Continue to Increase the legibility, consistency and quality of handwriting, eg: by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.



Studham Village CE Academy – Writing Progression Document

Planning, Drafting and Editing				
EYFS: 3-4 Year Olds	EYFS: Reception	Year 1	Year 2	Year 3
	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Compose a sentence orally before writing. Say a sentence out loud before writing it – oral rehearsal. Sequence sentences to form short narratives. Read their writing to check that it makes sense to themselves and to an adult. Begin to independently make a change to their writing so that they can improve their work.	Write narratives about personal experiences and those of others (real and fictional). Plan what they are going to write about, including writing down ideas and/or key words and new vocabulary eg: mind-maps. Sequence what they want to say sentence by sentence. Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. Read to check that their writing makes sense and that the correct tense is used throughout with the help of an adult where necessary.	Use ideas from their own reading and modelled examples to plan their writing. Begin to proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements. Organise their writing into paragraphs around a theme (e.g., 3 paragraphs – beginning middle and end).
				Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. Proofread and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion.



Studham Village CE Academy – Writing Progression Document

Audience, Purpose and Structure				
EYFS: 3-4 Year Olds	EYFS: Reception	Year 1	Year 2	Year 3
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 'm' for mummy.	Write for a variety of purposes as part of literacy activities and continuous provision. • Menus for a café. • Shopping lists. • Letters. • Labels and captions. • Drawing descriptions. Retell simple stories verbally using a five part structure: 1. Once upon a time 2. First/Then/Next 3. But 4. So 5. Finally..... Happily, ever after	Use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. Start to engage readers in stories and news telling by using adjectives for description. Begin to write for different purposes, poetry instructions, letter.	Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. Use new vocabulary from their reading and discussions and from their wider experiences. Read aloud what they have written with appropriate intonation to make the meaning clear.	Demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Use the structure of a wider range of text types, including the use of simply layout devices in non-fiction. Make deliberate, ambitious word choices to add detail. Create settings, characters and plots in narratives. Begin to use dialogue to convey a character.
				Write a range of narratives and non-fiction pieces using a consistent and appropriate structure, including genre specific layout devices e.g., text boxes, bullet points etc. Write a range of narratives that are well-structured and well-paced. Create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere. Use dialogue to convey a character and to start to advance the plot.



Studham Village CE Academy – Writing Progression Document

Sentence Structure (including punctuation and grammar)				
EYFS: 3-4 Year Olds	EYFS: Reception	Year 1	Year 2	Year 3
	Try out different types of sentences verbally: - Run for rhythm, he walked and he walked and he walked. - Repetition in description: a lean cat, a mean cat.	Use simple sentence structures that are accurately punctuated with a capital letter and a full stop. Use simple conjunctions – and/but – to link ideas in sentences. Form simple compound sentences. Use capital letters for names, places, the days of the week and the personal pronoun 'I'. Use finger spaces. Use full stops to end sentences. Use question marks and exclamation marks.	Use the present tense and the past tense mostly correctly and consistently. Write a range of sentences: statement, question, exclamation and command. Use co-ordination – or/and/but . Use subordination – when/if/that/because. Use expanded noun phrases to describe and specify, (e.g., the blue butterfly). Use the full range of punctuation taught at KS1 mostly correctly including: - Capital letters, full stops, question and exclamation marks. - Commas to separate items in lists.	Maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. Use 'a' or 'an' correctly throughout a piece of writing. Use simple conjunctions confidently and accurately. Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions which are sometimes in varied positions in sentences. Use expanded noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g., the heroic soldier with an unbreakable spirit. Consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition.



Studham Village CE Academy – Writing Progression Document

Sentence Structure (including punctuation and grammar)				
EYFS: 3-4 Year Olds	EYFS: Reception	Year 1	Year 2	Year 3
			Apostrophes to mark singular possession and contractions.	Punctuate direct speech using inverted commas (speech marks).
				Use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. Consistently use apostrophes for singular and plural possession. To use a colon and semi colon for lists.



Studham Village CE Academy – Writing Progression Document

Terminology – Introducing and Developing Year on Year					
EYFS: 3-4 Year Olds	EYFS: Reception	Year 1	Year 2	Year 3	Year 4
	Introduce: • Finger spaces • Letter • Word • Sentence • Full stop • Capital letter	Recognise and use the terms: • Letter • Capital letter • Word • Singular • Plural • Sentence • Punctuation • Full stop • Question mark • Exclamation mark	Recognise and use the terms: • Noun • Noun phrase • Statement • Question • Exclamation • Command • Compound • Suffix • Adjective • Verb • Adverb • Present and past tense • Apostrophe • Comma	Recognise and use the terms: • Preposition • Conjunction • Word family • Prefix • Clause • Subordinate clause • Direct speech • Consonant • Vowel • Inverted commas (speech mark)	Recognise and use the terms: • Determiner • Pronoun • Possessive pronoun • Adverbial



Studham Village CE Academy – Writing Progression Document

Phonics and Whole Word Spelling				
EYFS: 3-4 Year Olds	EYFS: Reception	Year 1	Year 2	Year 3
	Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Spell words containing each of the 40+ phonemes taught. Spell common exception words. Spell the days of the week. Name the letters of the alphabet in order. Use letter names to distinguish between alternative spellings of the same sound. Spell words with simple phoneme/grapheme correspondence accurately e.g., cat, dog, red. Make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations.	Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. Learn 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. Learn to spell common exception words. Distinguish between homophones and near homophones.	Spell further homophones. Spell words that are often misspelt (Appendix 1).



Studham Village CE Academy – Writing Progression Document

Other Word Building Spelling				
EYFS: 3-4 Year Olds	EYFS: Reception	Year 1	Year 2	Year 3
		Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs. Use the prefix un- Use -ing, -ed -er and -est where no change is needed in the spelling of root words. Apply simple spelling rules and guidance from Appendix 1.	Learn the possessive apostrophe (singular). Learn to spell more words with contracted forms. Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly. Show awareness of silent letters in spelling e.g., knight, write. Use -le ending as the most common spelling for this sound at the end of words. Apply spelling rules and guidelines from Appendix 1.	Use further prefixes and suffixes and understand how to add them. Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. Use the first two or three letters of a word to check its spelling in a dictionary.
				Use further prefixes and suffixes and understand how to add them. Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. Use the first three or four letters of a word to check its spelling in a dictionary.