



Wortham Primary School

EYFS Progression of Skills and Knowledge

Subject area: Writing

Age 3 to 4

Literacy - Writing

- 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 some or all of their name.
- Write some letters accurately

Physical Development - Fine Motor Skills

- 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.
- Show a preference for a dominant hand.

Reception

Literacy - Writing

- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop
- Re-read what they have written to check that it makes sense.

Physical Development - Fine Motor Skills

- 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.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

ELG

ELG: Writing

- 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.

ELG: Physical Development - Fine Motor Skills

- 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.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics	See Phonics Progression					
Spellings	See Spelling Progression					
Handwriting	See Handwriting Progression					
Planning	Create and use class planning template.	Discuss ideas and key words and use planning template to record these.	Discussing and recording ideas e.g. setting, character and plot.	Discuss and record ideas in more detail including vocabulary and sentence structure	From their reading and research they discuss and record ideas which are developed upon	Drawing upon multiple sources, planning is discussed and recorded in depth.
Drafting orally & Independent write	Use drama to rehearse writing, composing a sentence orally	Use drama to rehearse writing Orally compose each sentence before writing.	Use drama to rehearse writing including dialogue Organise paragraphs including sub heading and headings	Use drama to rehearse writing including dialogue, rich vocabulary and a range of sentence structures	Use drama to rehearse features of a genre Select appropriate grammar and vocabulary, in narratives develop settings, characters & atmosphere Use organisation and presentational devices e.g. bullet points and underlining Use devices to build cohesion within and across paragraphs	Use drama to rehearse features of a genre Integrate dialogue to convey character and advance the action Consider how selecting appropriate grammar and vocabulary and how these can enhance or change the meaning Consider how organisational and presentation features can guide the reader
Editing	Discuss what they have written with the teacher and other pupils Re read what they have written to make sure it makes sense Begin to notice missing punctuation, grammar & words	Self and peer assess writing Re read what they have written to check for any errors in spelling, grammar and punctuation and correct these	Self and peer assess writing and suggest how to could be improved Proof read their writing and make improvements	Self and peer assess writing and suggest changes to grammar and vocabulary Continue to proof read their writing with a more thorough approach, making revisions where appropriate	Self and peer assess the effectiveness of own and others writing Suggest and explain improvements to writing focusing on structure, vocabulary, punctuation and the impact on the reader. Confidently proof read and make corrections and revisions to improve their writing.	Self and peer assess the effectiveness of own and others writing Suggest and explain improvements that enhance or clarify meaning. Confidently proof read and independently make corrections and revisions to improve their writing.
Performing	Read their writing aloud to an audience	Read their writing aloud to an audience with appropriate expression	Read aloud to an audience, begin to control their expression, tone and volume	With increasing confidence, read aloud to an audience, controlling their expression, tone and volume	Confidently read aloud their own writing composition and begin to use a range of performance devices including gesture and body language	Confidently read aloud their own writing compositions using a range of performance devices including gesture and body language

Vocabulary	Adjectives and nouns	Expanded noun phrases Verb & adverb	Choosing nouns or pronouns appropriately Introduce a thesaurus	Determiner Possessive pronoun Adverbial Use a thesaurus	Modal verbs Adverbial for time, number and tense Confidently use a thesaurus	Synonyms and antonyms Expanded noun phrases to convey information
Grammar & Sentence structure	Joining words and clauses using 'and' Sequence sentences	Statement, question, exclamation, command Use past and present tense correctly including progressive form Subordinating and coordinating conjunctions	Express time place and cause using conjunctions, adverbs and prepositions Use a wider range of conjunctions Understand and use main and subordinate clause Use present perfect form of verbs in contrast to the past tense Using 'a' or 'an' Introduce paragraphs Use headings & subheadings	Fronted adverbials Expanded noun phrases using modifying adjectives, nouns and prepositions phrases Confident use of paragraphs to organise ideas Use of pronoun or noun to aid cohesion Consistent use of apostrophes to mark singular and plural possession Developed punctuation in speech	Introduce vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Use modal verbs and adverbs to indicate degrees of possibility Use relative clauses	Use vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms Use passive verbs to affect the presentation of information in a sentence Perfect form of verbs to mark relationships of time and cause Convey complicating information concisely using expanded noun phrases Confidently use relative clauses
Punctuation	Leaving spaces between words Use a capital letter, full stop, question mark and exclamation mark Capital letters for people, places, days of the week and the personal pronoun 'I'	Commas for lists, apostrophes for singular possession and contractions	Possessive apostrophe with plural nouns Using and punctuating direct speech Using a comma after subordinate clauses	Comma after fronted adverbial	Colon to introduce a list Punctuating bullet points Using semi colons Use brackets, dashes or commas to indicate parenthesis	Use semi-colons, colons, or dashes to mark boundaries between independent clauses Use commas to clarify meaning Use hyphens to avoid ambiguity
Grammatical Terminology	singular, plural, punctuation, question mark and exclamation mark, compound, suffix, prefix, consonant, vowels	Expanded noun phrase, Statement, question, exclamation, command, Verb & adverb, tense (past, present), apostrophe, comma, conjunctions	Prepositions, headings and subheadings, word family, main clause, subordinate clause, direct speech, consonant letter vowel, inverted commas, pronoun	Determiner, possessive pronoun	Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, bullet points	Passive & active voice, subject, object, synonym, antonym, ellipsis, hyphen, colon, semi-colon