



## Writing Progression in Key Stage 1

Strands	EYFS	Year 1	Year 2
Planning, writing and editing.	To develop their own narratives and explanations by connecting ideas or events.	Write for a range of purposes and audiences based on personal experience and high-quality texts	Write for a range of purposes and audiences based on personal experience and high-quality texts
			To write simple poetry.
		To write narratives about personal experiences and those of others (real and fictional).	To write narratives about personal experiences and those of others (real and fictional).
			To write about real events.
		Orally rehearse sentences before writing	Evaluate their writing through discussion and make improvements to clarify the meaning and sense
			Maintain stamina in longer pieces of writing
			To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary
		To encapsulate what they want to say, sentence by sentence.	
	Begin to use some features of standard English and so people can understand the meaning of sentences	Use some features of standard written English	
	To sequence sentences to form short narratives.	Use a variety of simple, compound and complex sentences	
	To write simple sentences which can be read by themselves and others..	To discuss what they have written with the teacher or other pupils.	Read their writing aloud with intonation to make the meaning clear
		To reread their writing to check that it makes sense and to independently begin to make changes.	To reread to check that their writing makes sense and that the correct tense is used throughout.
			To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).
To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.			
To read their writing aloud clearly enough to be heard by their peers and the teacher.		To read aloud what they have written with appropriate intonation to make the meaning clear.	
Greater Depth		Write in a logical order, linking events and ideas Consistently use editing and revising strategies to improve the quality and accuracy of their writing	Proof-read and edit their writing in relation to the Y2 grammar and spelling expectations



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		Actively seek and use new words in their writing, including precisely chosen nouns, adjectives and technical words as appropriate	
<b>Awareness of audience, purpose and structure.</b>	To express themselves effectively, showing awareness of listeners' needs.	To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.	To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.
		To use adjectives to describe.	To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.
		To start to engage readers by using adjectives to describe.	Use noun phrases to describe and specify
			To use expanded noun phrases to describe and specify (e.g. the blue butterfly).
<b>Greater Depth</b>		Write for a purpose to hold the reader's interest  Write effectively for a particular audience	Word choices are more precise with specific nouns and well-chosen adjectives (which are often drawn from their reading)  Discuss the effectiveness of their writing and may make changes without prompting
<b>Sentence Construction</b>	To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	Write sequences of linked sentences	To use some features of written Standard English.
		Use the past and present tense mostly accurately	Use the present and past tenses correctly and consistently
		Write statements	Use sentences with different forms: statements
	To answer 'how' and 'why' questions about their experiences and in response to stories or events.	Write questions	Use sentences with different forms: questions
			Use question marks accurately
			Use sentences with different forms: commands
			Use sentence with different forms: exclamations
	To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').	Use the conjunction 'and' to link ideas and sentences.	Use co-ordination (and/but/or/yet/so)
		Use the conjunction 'because' to link ideas and sentences	Use subordination (when/if/that/because) to add extra information
		Use the conjunction 'so' to link ideas and sentences	
<b>Greater Depth</b>		Use simple noun phrases Use conjunctions to join clauses	A range of sentence starters are used which may also be drawn from their reading. This may include some adverbials which move events on.



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<b>Punctuation and grammar</b>	To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.	Demarcate most sentences using a full stop	Use full stops and capital letters consistently
	Put spaces between marks to demarcate words	Separate words with spaces	To use spacing between words that reflects the size of the letters.
	To use capital letters with some accuracy	Demarcate most sentences using a capital letter	Use a variety of simple pronouns
		Use a capital letter for proper nouns	Use the progressive form of verbs
	To use full stops with some accuracy	Begin to demarcate sentences using question marks	Use question marks correctly
		Begin to demarcate sentences using exclamation marks	Use exclamation marks correctly
		To recognise and use the terms letter, capital letter, word, sentence, punctuation, full stop, question mark and exclamation mark.	To use commas to separate lists;
		To recognise and use the terms singular and plural	Use apostrophes to mark singular possession and contractions.
			To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.
<b>Greater Depth</b>			<ul style="list-style-type: none"> <li>- Use commas in lists</li> <li>- Use exclamation marks as an indication to the reader</li> <li>- Use apostrophes for contractions</li> <li>- Use apostrophes for singular possession</li> <li>- Punctuation taught so far is used to ensure meaning is clear.</li> </ul>
<b>Handwriting</b>	To give meaning to marks as they draw and paint.	Form lower-case, capital letters and digits 0-9 correctly	To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
	To copy some letters, e.g. letters from their name.		To form lower case letters of the correct size, relative to one another.
	To draw lines and circles using gross motor movements.	Use some diagonal and horizontal strokes needed to join letters	Form correctly sized and orientated lower-case letters, upper-case letters and digits (with appropriate spacing)



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	To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence		To begin to use the diagonal and horizontal strokes needed to join letters.
	To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.		
<b>Greater Depth</b>			- Use diagonal and horizontal strokes to join letters consistently
<b>Spelling</b>	Some words are spelt correctly and others are phonetically plausible	Spell compound words correctly most of the time	
		Spell most of the year 1 common exception words	Spell many of the Y2 common exception words and homophones
		Spell words with a range of year 1 phonemes mostly correctly	Spell many words with the range of Y2 phonemes mostly correctly
		Add ed, er, ing, est to words where no change to the root word is needed	Add -er, -ed, -ing, -est to words where a change to the root word is needed
		Spell words using the prefix un	
		Add es and s to words to make plurals where no change to the root word is needed	Add -ies to words to make plurals where a change to the root word is needed
		Spell the days of the week	Use a dictionary
	Phonics Phase 1	Phonics Phase 3	
	Phonics Phase 2	Phonics Phase 4	
		Phonics Phase 5	
<b>Greater Depth</b>		- Make plausible attempts at spelling new words, using phonics knowledge from year 1 and beyond accurately	- Spell most of the Y2 common exception words and homophones - Spell most words with the range of Y2 phonemes mostly correctly - Spelling is mostly accurate with plausible errors in more ambitious word choices - Spell words with the suffixes -ment, -ness, -less, -ly, -ful