

The Synergy Schools Federation - EYFS to Year 6 Writing Progression

<i>In some writing, often with support, pupils will:</i>	EYFS <i>See also EYFS Literacy progression</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Terminology for pupils	Phoneme, Grapheme, Digraph Trigraph, Word Sentence, Capital Letter, Full Stop	Letter, Capital Letter, Word Singular, Plural, Punctuation, Full Stop, Question mark, Exclamation mark	Noun, Noun Phrase, Statement, Question, Exclamation, Command, Compound, Suffix, Adjective, Adverb, Verb Tense (past, present), Apostrophe, Comma	Preposition, Conjunction, Word family, Prefix, Clause, Subordinate clause, Direct speech, Consonant, Consonant letter, Vowel, Vowel letter, Adverb, Inverted commas (or "speech marks")	Determiner, Pronoun Possessive pronoun, Adverbial	Modal verb, Relative pronoun, Relative clause, Parenthesis, Bracket, Dash, Cohesion, Ambiguity	Subject, Object, Active, Passive, Synonym, Antonym, Ellipsis, Hyphen, Colon, Semi-colon, Bullet points
Purpose and Impact	<p>Talk about the part of the story/event that is interesting.</p> <p>Add detail orally to a story or an event or an experienced event.</p> <p>Arrange writing from left to right, top to bottom</p> <p>Invent own compositions but writing might need mediation.</p>	<p>Write whole texts that are interesting, engaging, or thoughtful.</p> <p>Form short narratives/retell short recounts.</p> <p>Use relevant words that are about my topic/story.</p> <p>Produce texts which are appropriate to reader and purpose.</p> <p>Know the purpose and the forms of some simple writing (labels, message, invitation)</p>	<p>Write whole texts that are interesting, engaging or thoughtful.</p> <p>Ideas are mostly suitable for a narrative.</p> <p>Sometimes the viewpoint is indicated by comments.</p> <p>Ideas are relevant for non-fiction e.g. informative points in a report, memories in a recount.</p> <p>Produce texts which are appropriate to reader and purpose.</p> <p>Include the main features of a genre/text type</p>	<p>Write whole texts that are interesting, engaging or thoughtful.</p> <p>Develop multiple ideas in a story enriched with descriptive detail.</p> <p>Develop multiple ideas in non-fiction that are factual and precise.</p> <p>Express a basic viewpoint, an opinion or promote an idea e.g. I believe...</p> <p>Produce texts which are appropriate to reader and purpose.</p> <p>Maintain the main features of a genre/text type.</p> <p>Content makes sense throughout the piece.</p>	<p>Write whole texts that are interesting, engaging or thoughtful.</p> <p>Ideas are developed in detail (e.g. stories: in-depth description, non-fiction: anecdotes, facts and reflections.)</p> <p>Point of view is maintained throughout the work.</p> <p>Produce texts which are appropriate to reader and purpose.</p> <p>Include all the features of a genre/text type appropriately and consistently</p> <p>Create narratives that create intrigue (e.g. cliff-hangers, suspense) or non-fiction that is more complicated (e.g. contrasting ideas, opinions.)</p>	<p>Write whole texts that are interesting, engaging or thoughtful.</p> <p>Ideas are developed in narrative and in non-fiction.</p> <p>Point of view is clear and controlled with some elaboration.</p> <p>Produce texts which are appropriate to reader and purpose.</p> <p>Execute a text type/genre by including all features or adapt when required.</p> <p>Create more complicated narratives e.g. parallel plot, flashback, parody and more controlled non-fictions e.g. language choices support the purpose</p>	<p>Write whole texts that are interesting, engaging or thoughtful.</p> <p>Manipulates reader through the telling of a narrative e.g.</p> <p>Use of humour or controls the direction of nonfiction through a range of strategies e.g. persuasive devices.</p> <p>Convey a convincing viewpoint using the point of view of others to support or contrast writers own opinion.</p> <p>Produce texts which are appropriate to reader and purpose.</p> <p>Choose style/genre features to maintain and challenge the reader's interest e.g. elaborate detail in narrative or succinctness in police report.</p> <p>Adapt well known genres to create different effects e.g. fairytales with a twist exploring new viewpoint</p>

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Structure and Shape	<p>Organise and present writing Include character names in narrative and basic topic words in non-fiction.</p> <p>Write phrases about areas of interest.</p> <p>Write simple sentences that can be read by others.</p>	<p>Include familiar storytelling language e.g. Once upon a time, One day, The end. Order some events using number/time sequence indicators e.g. Then I had lunch.</p> <p>Construct a cohesive piece with logical links/ breaks.</p> <p>Repeat key words to show meaning</p>	<p>Organise and present whole texts effectively that sequence and structure information.</p> <p>Include enough information and description to interest the reader.</p> <p>Order writing using line breaks to show new ideas in narrative or use numbers in non-fiction.</p> <p>Construct a cohesive piece with logical links/ breaks.</p> <p>Group main ideas together</p>	<p>Organise and present whole texts effectively that sequence and structure information.</p> <p>Strategies used to create flow e.g. pronouns, cohesive phrases, references back to previous point.</p> <p>Begin to understand what a paragraph is and show ideas grouped together.</p> <p>Construct a cohesive piece with logical links/ breaks.</p> <p>Use headings and sub-headings to group ideas.</p> <p>Opening signalled in narrative and non-fiction e.g. Early one morning..., Whales are the largest sea creatures...</p> <p>Closing signalled in narrative and non-fiction e.g. Eventually..., Ultimately...</p>	<p>Organise and present whole texts effectively that sequence and structure information.</p> <p>Structure and organise writing with a clear beginning, middle and end.</p> <p>Write sentences that are developed on from previous sentences to form a group of connected/ related ideas.</p> <p>Start a new paragraph to organise ideas around a theme.</p> <p>Construct a cohesive piece with logical links/ breaks.</p> <p>Use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>Openings signalled in narrative and non-fiction with content to capture reader's interest.</p> <p>Closings signalled in narrative that is dramatic or link back to opening and in non-fiction is strong/ draw conclusions.</p>	<p>Organise and present whole texts effectively that sequence and structure information.</p> <p>Structure and organise writing with pace in narrative and supporting evidence in non-fiction.</p> <p>Start new paragraphs to show changes in time, place, event or person.</p> <p>Construct a cohesive piece with logical links/ breaks.</p> <p>Link ideas across paragraphs using a range of devices e.g. phrases that back reference previous points.</p> <p>Use devices to build cohesion within paragraphs e.g. then, after, that, this, firstly</p>	<p>Organise and present whole texts effectively that sequence and structure information.</p> <p>Navigate a reader through a text in a logical, chronological way or subvert this e.g. flash forward, opposing viewpoint.</p> <p>Use a range of layout devices e.g. headings, sub-headings, columns, bullets, tables etc.</p> <p>Construct a cohesive piece with logical links/ breaks.</p> <p>Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of word or phrase, use of ellipsis as cliff-hanger at end of section.</p> <p>Apply paragraphs across a whole text to support the 'ease of engagement' for the reader</p>

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Sentence Structure	Use pictures to yield more meaning to words. Write simple words and phrases.	Vary sentences for clarity, purpose, and effect. Write in simple phrases and clauses. Start sentences with the pronoun, 'I'. Start sentences with a name. Start sentences in a different way, e.g. Naughty Goldilocks ate the porridge	Vary sentences for clarity, purpose, and effect. Use sentences with different forms: statement, question, exclamation and command. Ask questions to the reader. Write sentences with adventurous adjectives. Write long sentences. Write short sentences. Include expanded noun phrases for description and specification e.g. The blue butterfly	Vary sentences for clarity, purpose, and effect. Use one word in isolation to grab the reader's attention e.g. Stop! Add detail into descriptions e.g. precise words, descriptive noun phrases. Use prepositions that position in place/environment e.g. in, on, behind, under	Vary sentences for clarity, purpose, and effect. Ask rhetorical questions to heighten reader engagement e.g. Can we honestly believe...? Use more complicated noun phrases (expanded by modifying adjectives, nouns and preposition phrases) e.g. The strict geography teacher with slick, black hair	Vary sentences for clarity, purpose, and effect. Create different emphasis in sentences through word order and noun phrases. Mix short and long sentences to change, accelerate or show pace for reader.	Vary sentences for clarity, purpose, and effect. Write informally or formally appropriate to genre/ text type. Vary the types of sentences within a piece across simple, compound and complex constructions.
Tense		Sometimes use the correct tense and maintain it	Use correct verb forms e.g. present; she is drumming, past; he was shouting. Apply correct tense across a piece of writing including progressive form to mark actions in progress e.g. they were jumping	Use the present perfect form of verbs, instead of simple past e.g. 'He has gone out to play' contrasted with 'He went out to play'.	Use standard English verb inflections e.g. 'we were...' , 'I did...' (instead of local spoken forms such as 'we was...', 'I done...')	Deploy tense choices that support cohesion by making links e.g. he had seen her before. Use modal verbs to show something is certain, probable or possible (or not) e.g. might, should, will, must	Use the subjunctive form of the verb to emphasise formality, urgency or importance e.g. The teacher insists that her pupils be on time.
Conjunctions/ Complex sentences	Add in joining words like 'and' when reading back writing	Use 'and' to join two words together. Use 'and' to join two clauses together.	Write compound sentences that include co-ordination e.g. or, and, but. Write complex sentences that include subordination e.g. when, if, that, because.	Experiment with a widening range of conjunctions e.g. while, so, although.	Use a widening range of conjunctions e.g. while, so, although. Use more complicated conjunctions that set up contrast or relationships e.g. despite, nevertheless, consequently	Use relative clauses within complex sentences beginning with who, which, where, when, whose, that. e.g. Maisie, who was extremely tired, finished the race Use verbs ending in 'ed' or 'ing' to start clauses to build complex sentences e.g. Mortified by what he saw, Harry fled the scene.	Use a range of complex construction strategies to build subordinating clauses with verb starts ending in 'ing', 'ed' or adverbs 'ly' followed by verbs, relative clauses and subordinating conjunction starts
Passive Voice							Use passive voice to affect the presentation of information in a sentence eg The window in the greenhouse was broken

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Writerly Techniques	Add onomatopoeic sounds to pictures e.g. Wheeeeeeee! Crash!	Deploy poetic style to engage the reader. Use onomatopoeic to grab the reader's attention e.g. Splash! Use alliteration to make the reading interesting e.g. The dark, deep cave	Deploy poetic style to engage the reader. Use rhyme for effect e.g. He was snoring and roaring. Use repetition in a basic way that follows story models e.g. run, run, as fast as you can.	Deploy poetic style to engage the reader. Write sentences that use repetition of key words for impact e.g. He ran and ran. He ran until his bones ached. Use the word 'like' to build a simile e.g. Her eyes were like deep pools.	Deploy poetic style to engage the reader. Use the word 'as' to build a simile e.g. the train was as slow as a hearse. Use metaphor to create vivid images in the reader's mind.	Deploy poetic style to engage the reader. Use pathetic fallacy to mirror and extend character's emotions e.g. (aspect of nature or weather reflects feeling.) Use pun to enhance the double meaning of language e.g. The cheetah, a predatory cheater of the jungle	Deploy poetic style to engage the reader. Use personification to give human attributes to inanimate objects/things. Use symbolism as a recurring idea to emphasise a themed motif e.g. ongoing referencing to water
Vocabulary	Select appropriate and effective vocabulary. Use and understand recently introduced vocabulary	Select appropriate and effective vocabulary. Use simple speech - like words. Use some simple descriptive words (shape, colour, size, emotions)	Select appropriate and effective vocabulary. Choose words appropriate to the writing. Construct sentences that include adjectives, adverbs and precise verbs	Select appropriate and effective vocabulary. Choose words that will have an effect on the reader.	Select appropriate and effective vocabulary. Make language choices that are interesting and varied.	Select appropriate and effective vocabulary. Some vocabulary choices for effect and emphasis eg technical terminology, vivid language	Select appropriate and effective vocabulary. Use varied and precise vocabulary to create particular stylistic effects.
Adverbs/ adverbial phrases			Begin with an adverb/adverbial phrase and reposition in different places within the sentence e.g. 'ly' word, quickly	Use adverbs/adverbial phrases that position in time e.g. then next, soon, later that day, as dawn broke. Use adverbs/adverbial phrases that build a relationship or 'cause' e.g. therefore, as a result.	Use 'where' adverbial phrases in fronted position in sentences e.g. At the seaside, Janice fed the seagulls. Use 'how' 'ly' adverbs and '___ing' adverbial phrases in fronted position in sentences e.g. Rushing against the clock, Jack knew he would be missed	Indicate degree of possibility using adverbs e.g. perhaps, surely. Use a range of adverbs to link ideas: adverbs of time e.g. later, adverbs of place e.g. nearby and number e.g. secondly	Use more complicated adverbial phrases to link ideas e.g. on the other hand, in contrast, as a consequence. Use adverbs and adverbial phrases to qualify, intensify or emphasise e.g. 'The dog is so incredibly stupid', '... an exceptional result.'

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Spelling and Word Structure	<p>Have a 'go' and spell some unknown words phonetically.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Read back work to give meaning to it</p>	<p>Apply spelling rules into writing.</p> <p>Have a 'go' and spell some unknown words phonetically.</p> <p>Use the spelling rule for plural adding __s, __es.</p> <p>Use prefix un__ e.g. unkind.</p> <p>Show evidence of using suffixes e.g. _ing, _ed, _est</p>	<p>Apply spelling rules into writing.</p> <p>Use phonetically plausible strategies to spell unknown polysyllabic words.</p> <p>Use suffixes such as _ness, _er, to form nouns or by compounding eg. sleepiness</p> <p>Use adjectives ending in __ful, __less, __er, __est e.g. beautiful.</p> <p>Turn adjectives into adverbs through applying 'ly' e.g. slowly</p>	<p>Apply spelling rules into writing.</p> <p>Use a range of prefixes to extend repertoire of nouns e.g. super __, anti __, auto __.</p> <p>Use 'a' or 'an' correctly according to next word beginning with consonant or vowel.</p> <p>Experiment with more complicated words built from a common word e.g. dissolve, solution</p>	<p>Apply spelling rules into writing.</p> <p>Use knowledge of phonics, morphology and etymology to spell new and unfamiliar words.</p> <p>Distinguish between the spelling of common homophones.</p> <p>Show through '-s' and punctuation the difference between plural and possessive.</p>	<p>Apply spelling rules into writing.</p> <p>Apply prefixes to change intent of verbs e.g. dis __, de __, mis __, over __, re __.</p> <p>Convert nouns or adjectives into nouns using suffixes e.g. _ate, _ify, _ise.</p>	<p>Apply spelling rules into writing.</p> <p>Use the appropriate words according to formality e.g. 'discover' or 'find out', 'ask for' or 'request' or 'go in' or 'enter'.</p> <p>Discover synonyms and antonyms for a word and choose the degree of meaning required for the sentence</p>
Punctuation	<p>Use full stops at random.</p> <p>May use a capital letter at the start of writing.</p>	<p>Write with technical accuracy of punctuation.</p> <p>Sometimes use capital letters, full stops, question marks and exclamation marks.</p> <p>Use capital letters for names and for the personal pronoun 'I'</p>	<p>Write with technical accuracy of punctuation.</p> <p>Always use full stops.</p> <p>Use commas to separate items in a list.</p> <p>Use capital letters more than 50% of the time.</p> <p>Use apostrophes to mark missing letters in contracted forms e.g. I've, We'll.</p> <p>Use exclamation marks and question marks.</p> <p>Use the apostrophe to mark singular possession e.g. the girl's bag.</p>	<p>Write with technical accuracy of punctuation.</p> <p>Emerging use of inverted commas to punctuate direct speech.</p> <p>Emerging use of other direct speech punctuation e.g. punctuation inside inverted commas.</p>	<p>Write with technical accuracy of punctuation.</p> <p>Use apostrophes to mark plural possession e.g. The boy's name, the boys' names.</p> <p>Correct use of inverted commas and other punctuation to indicate direct speech (comma after reporting clause, end punctuation within commas) e.g. The teacher screamed, "Be quiet!"</p> <p>Sorting clause; end punctuation within commas.) e.g. The teacher screamed, "Be quiet!"</p>	<p>Write with technical accuracy of punctuation.</p> <p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use commas to clarify meaning or avoid ambiguity e.g. 'Let's eat dad.' or 'Let's eat, dad.'</p>	<p>Write with technical accuracy of punctuation.</p> <p>Use semi-colon, colon and dash to mark the boundary between independent clauses e.g. It's snowing; I am delighted.</p> <p>Use of the colon to introduce a list and use of semi-colons within lists.</p> <p>Use bullet points to list information.</p> <p>Use hyphens to avoid ambiguity e.g. recover or re-cover.</p>
<p>Handwriting</p> <p><i>Broadly this will not influence judgement on meeting the expected standard in writing</i></p>		<p>Form capital letters. Form digits 0-9.</p> <p>Begin to 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 in relation to other letters.</p> <p>Start using some of the diagonal and horizontal strokes to join letters.</p>	<p>Use diagonal and horizontal strokes to join letters that are adjacent and know which letters are best left unjoined</p> <p>Show increased legibility and quality to handwriting.</p>	<p>Show consistency in style ensuring that the downstrokes of letters are parallel and equidistant.</p> <p>Avoid ascenders and descenders touching each other from one line to the next.</p>	<p>Make quick choices whether or not to join specific letters.</p> <p>Use a style that encourages speed, legibility and fluency.</p>	<p>Write speedily in a joined, legible style.</p> <p>Choose the right handwriting style according to purpose e.g. neat and joined for final version and unjoined for labelling a diagram or data.</p>