



A picture of a Writer – Weeke Writing progression



	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Sentence & text structure	<p>Write simple phrases and sentences that can be read by others</p> <p>Write labels and captions.</p> <p>Attempt writing for different purposes using features of different forms such as lists, stories and instructions.</p>	<p>Write at least 3 sentences to form a short piece of writing.</p> <p>Use 'and' to join ideas.</p> <p>Use appropriate vocabulary (should be coherent and sensible).</p> <p>Use standard forms of verbs, e.g. go/went.</p>	<p>Write different kinds of sentence: statement, question, exclamation, command.</p> <p>Write using subordination (e.g. when, if, that, because) and co-ordination (e.g. or, and, but).</p> <p>Use present and past tense mostly consistently.</p> <p>Correct use of verb tenses.</p>	<p>Use conjunctions (when, so, before, after, while, because).</p> <p>Use adverbs (e.g. then, next, soon).</p> <p>Use prepositions (e.g. before, after, during, in, because of).</p> <p>Experiment with adjectives to create impact.</p> <p>Correctly use verbs in 1st, 2nd & 3rd person.</p> <p>Use present perfect form of verbs to mark relationships of time & cause.</p>	<p>Vary sentence structure, using different openers.</p> <p>Use adjectival phrases (e.g. biting cold wind).</p> <p>Use appropriate choice of noun or pronoun.</p> <p>Use fronted adverbials.</p> <p>Use a wider range of subordinating conjunctions.</p> <p>Use expanded noun phrases effectively.</p>	<p>Add phrases to make sentences more precise & detailed</p> <p>Use relative clauses within sentences</p> <p>Use range of sentence openers – judging the impact or effect needed</p> <p>Use pronouns to avoid repetition</p> <p>Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs</p> <p>Link clauses in sentences using a range of subordinating & coordinating conjunctions.</p>	<p>Use range of subordinate clauses to write complex sentences.</p> <p>Use passive voice where appropriate.</p> <p>Use a range of sentence structures and layout matched to requirements of text type.</p> <p>Use dialogue to show character and advance the action.</p> <p>Select precise and effective language – awareness of reader.</p> <p>Tenses consistently and correctly used.</p>
Punctuation	<p>Begin to form simple sentences sometimes using punctuation.</p> <p>Use capital letters for personal pronoun 'I'.</p> <p>Join words using and.</p>	<p>Use capital letters and full stops to demarcate most sentences.</p> <p>Use capital letters for personal pronoun 'I'.</p>	<p>Write with correct & consistent use of capital letters and full stops.</p> <p>Use question and exclamation marks to demarcate sentences.</p> <p>Begin to use commas in a list.</p> <p>Begin to use apostrophes to mark omission and singular possession in nouns.</p>	<p>Begin to use inverted commas to punctuate direct speech.</p>	<p>Use apostrophe for plural possession.</p> <p>Use a comma after fronted adverbial (e.g. Later that day, I heard bad news.).</p> <p>Begin to use commas to mark clauses.</p> <p>Consistently use inverted commas for direct speech and begin using other speech punctuation.</p>	<p>Use the following to indicate parenthesis:</p> <ul style="list-style-type: none"> o brackets o dashes o comma <p>Use commas to mark clauses.</p> <p>Punctuate speech accurately.</p> <p>Use correct punctuation of bullet points.</p>	<p>Use colon to introduce a list & semi colon within a list.</p> <p>Use semi-colon, colon or dash to mark the boundary between independent clauses.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p> <p>Use correct punctuation of bullet points.</p> <p>Use hyphens to avoid ambiguity.</p> <p>Use full range of punctuation taught at KS2 matched to requirements of text type.</p>

Paragraphing	<p>Use correct grip.</p> <p>Write name (correct upper & lower case).</p> <p>Write recognizable letters most of which are correctly formed</p>	<p>Can form most letters clearly, although size and shape may be irregular.</p> <p>Can form most capital letters correctly.</p>	<p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>Use the diagonal and horizontal strokes needed to join letters in most of their writing.</p> <p>Use spacing between words that represents the size of the letters.</p>	<p>Increase legibility, consistency and fluency of joined handwriting.</p>	<p>Write legibly, fluently and with increasing speed.</p> <p>Choosing the right implement that is best suited for the task.</p>		
Handwriting	<p>Write a sequence of sentences to form a short narrative showing some control over word order [must be at least 3 sentences - as introduction to paragraphs].</p>	<p>Write under headings.</p>	<p>Group ideas into basic paragraphs.</p> <p>Write under headings & sub-headings.</p>	<p>Use paragraphs to organise ideas around a theme.</p> <p>Use connecting adverbs to link paragraphs.</p>	<p>Consistently organise into paragraphs.</p> <p>Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).</p> <p>Use wide range of devices to build cohesion within and across paragraphs e.g. conjunctions, adverbials, pronouns.</p> <p>Use paragraphs to signal change in place, time, speaker or topic/subject.</p>		
Spelling	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Spell CVC words and words that are familiar to them e.g. name</p> <p>Add prefixes and suffixes: -ing, -ed, un-</p>	<p>Can spell words containing most of the 40+ phonemes already taught</p> <p>Spell many of the Year 1 common exception words</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly.</p> <p>Spell many of the Year 2 common exception words.</p> <p>Spell some words with contracted forms.</p> <p>Apply spelling rules as outlined in Y2 NNS PROGRAMME.</p>	<p>Spell many words from YR3/4 common exception word list</p> <p>Begin to use a dictionary to check spellings</p> <p>Apply spelling rules as outlined in Y3 NNS PROGRAMME.</p>	<p>Spell most words from the YR3/4 common exception word list correctly</p> <p>Use further prefixes and suffixes and know how to add them.</p> <p>Apply spelling rules as outlined in Y4 NNS PROGRAMME.</p>	<p>Spell many words from the YR5/6 common exception word list</p> <p>Apply spelling rules as outlined in Y5 NNS PROGRAMME.</p> <p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use a thesaurus.</p>	<p>Spell most words from the YR5/6 common exception word list correctly</p> <p>Apply spelling rules as outlined in Y6 NNS PROGRAMME.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p>