

# Writing Progression

# DELTA Federation

Spelling	EYFS 30 - 50 months 40 - 60 months Early learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>To write some irregular common words.</p>	<p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>Spell most simple three letter words correctly.</p> <p>To spell some words in a phonetically plausible way, even if sometimes incorrect.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes.</p> <p>To spell all Y1 common exception words correctly.</p>	<p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>To spell all Y1 and some of Y2 common exception words correctly.</p> <p>To spell some words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>To add suffixes to spell some words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.</p> <p>To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones</p>	<p>To spell most common words correctly (High frequency words from Foundation/Yr1 and Yr2) Also Yr 1/2 words in National Curriculum.</p> <p>To spell most of the Yr3/4 statutory spelling words correctly.</p> <p>To spell some words that are often misspelt.</p> <p>To use most prefixes and understand how to add them.</p> <p>To spell some homophones.</p> <p>Pace the possessive apostrophe accurately in words.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>To spell all common words correctly (High frequency words from Foundation/Yr1 and Yr2) Also Yr 1/2 words in National Curriculum.</p> <p>To spell all of the Yr3/4 statutory spelling words correctly.</p> <p>To spell most words that are often misspelt.</p> <p>To use further prefixes and understand how to add them.</p> <p>To spell most homophones</p> <p>Pace the possessive apostrophe accurately in words.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>To spell many of the Yr5/6 statutory spellings correctly.</p> <p>Use further prefixes and suffixes correctly.</p> <p>To spell some words with silent letters. Eg. Knight, psalm, solemn.</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Use dictionaries to check the spelling and meanings of words.</p> <p>Use the first two or three letters of a word to check its spelling and meaning in a dictionary.</p> <p>Use a thesaurus.</p>	<p>To spell all of the Yr5/6 statutory spellings correctly.</p> <p>Use further prefixes and suffixes correctly and understand the guidance for adding them.</p> <p>To spell most words with silent letters. Eg. Knight, psalm, solemn.</p> <p>Distinguish between homophones and other words which are often confused.</p> <p>Use dictionaries to check the spelling and meanings of words.</p> <p>Use the first two or three letters of a word to check its spelling and meaning in a dictionary.</p> <p>Confidently use a thesaurus.</p>

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		<p>To be able to spell all the days of the week correctly.</p> <p>To use the spelling rule to add -s or -es correctly.</p> <p>To use the prefixes -ing, -ed, -er, -est and un- correctly.</p>	<p>(e.g. bare/bear, blue/blew, night/knight).</p> <p>To learn the possessive singular apostrophe (e.g. the girl's book).</p> <p>To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>				<p>To use knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specifically.</p>
		<p><u>Greater Depth</u></p> <p>To use spelling knowledge and phonetic strategies to spell more complex unknown words.</p>	<p><u>Greater Depth</u></p> <p>To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.</p> <p>To spell most words with contracted forms, e.g. can't, didn't, hasn't, couldn't,</p> <p>To spell all Y1 and most of Y2 common exception words correctly. it's, I'll.</p>	<p><u>Greater Depth</u></p> <p>To spell some complex homophones and near-homophones correctly. Eg. Here/hear, brake/break</p>	<p><u>Greater Depth</u></p> <p>To spell words that use the possessive apostrophe with plural words, including irregular plurals. Eg. Girls', boys', babies, children's, men's, mice's.</p> <p>To use their spelling knowledge to use a dictionary more efficiently.</p>	<p><u>Greater Depth</u></p> <p>To spell complex homophones and near-homophones correctly. Eg. who's/whose and stationary/stationery.</p> <p>To use knowledge of morphology and etymology in spelling.</p>	<p><u>Greater Depth</u></p> <p>Knows most spellings for words apart from rare or obscure ones.</p>

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Handwriting	EYFS 30 - 50 months 40 - 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>To sometimes give meaning to marks as they draw and paint.</p> <p>To realise tools can be used for a purpose.</p> <p>To draw lines and circles using gross motor movements.</p> <p>To use one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>To hold a pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>To hold a pencil near point between first two fingers and thumb, and uses it with good control.</p> <p>To copy some letters, e.g. letters from their name.</p> <p>To give meaning to marks they make as they draw, write and paint.</p> <p>To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>To show a preference for a dominant hand.</p> <p>To begin to use anticlockwise movement and retrace vertical lines.</p> <p>To begin to form recognisable letters.</p> <p>To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form digits 0-9.</p>	<p>To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p> <p>Using diagonal and horizontal strokes using to join letters and some of their writing.</p>	<p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Writing is legible and shows accurate and consistent letter formation.</p> <p>Writing is sufficiently spaced so that ascenders and descenders do not touch.</p>	<p>To use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p> <p>To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the 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].</p> <p>Usually Joins handwriting.</p>	<p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p> <p>To write legibly, fluently and increase the speed of their handwriting.</p> <p>Choose which shape of a letter to use when given choices and decided whether of not to join specific letters.</p>	<p>To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p> <p>Writing is legible and flows in a joined style.</p> <p>Font is varied for emphasis eg. Print, italics, capitalisation.</p>

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	<p>To show good control and co-ordination in large and small movements.</p> <p>To move confidently in a range of ways, safely negotiating space.</p> <p>To handle equipment and tools effectively, including pencils for writing.</p> <p>To write simple sentences which can be read by themselves and others.</p>						
			<p><u>Greater Depth</u></p> <p>To use pre cursive and some joins.</p>	<p><u>Greater Depth</u></p> <p>Joins handwriting</p>	<p><u>Greater Depth</u></p>	<p><u>Greater Depth</u></p> <p>Adapt their handwriting for a range of tasks and purposes.</p>	<p><u>Greater Depth</u></p> <p>Understanding when they should or should not join their writing. Eg. For an email address, filling in a form.</p>

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Composition	EYFS 30 - 50 months 40 - 60 months Early learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	<p>To speak to retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p> <p>To engage in imaginative role play based on own first-hand experiences.</p> <p>To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>To link statements and</p>	<p>Can think and then say what they are going to write about.</p> <p>To put a sentence in the correct order.</p> <p>Can read their own writing, say what they have written and check it makes sense.</p> <p>To use adjectives to describe.</p> <p>To leave spaces between words.</p> <p>Use the conjunction and.</p> <p>Use a capital letter and full stop.</p> <p>Use capital letters correctly. Eg. Days of the week, names, places.</p> <p>Use simple sentence structures.</p>	<p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To be able to write about real events, poetry and to know to write for different purposes.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary.</p> <p>To encapsulate what they want to say,</p>	<p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p> <p>Evaluate their own writing, suggesting improvements.</p> <p>To demonstrate</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p>	<p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.</p> <p>To proofread work to précis longer passages by removing unnecessary</p>	<p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points</p> <p>To use the full range of punctuation taught at key stage 2 correctly, including</p>
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<p>sticks to a main theme or intention.</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>To introduce a storyline or narrative into their play.</p> <p>To write own name and other things such as labels, captions.</p> <p>To attempt to write short sentences in meaningful contexts.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p>To develop their own narratives and explanations by connecting ideas or events.</p> <p>To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Can use phrases to indicate start and end of a text. Eg. Once upon time, From James.</p> <p>Sequence their writing so that it is in an appropriate order.</p> <p>Use topic words correctly.</p> <p>To know their text types.</p>	<p>sentence by sentence.</p> <p>Proof read their work to check for errors in spellings, grammar and punctuation.</p> <p>To read aloud what they have written, making the meaning clear.</p> <p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To use some co-ordination conjunctions (or/and/but).</p> <p>To use some subordinating conjunction (when/if/that/because).</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p> <p>To use the full range of punctuation taught at key stage 1</p>	<p>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</p> <p>Make ambitious word choices.</p> <p>Writing consistently in the correct tense, making the correct verb choices.</p> <p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, after, while, also and as well.</p>	<p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear</p> <p>To write a range of narratives that are well-structured and well-paced.</p> <p>To use a full range of organisational devices in non-narrative material e.g subheadings, captions.</p>	<p>repetition or irrelevant details.</p> <p>To proofread for spelling and punctuation errors.</p> <p>To make changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p> <p>To consistently link ideas across paragraphs.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p> <p>To use a range of more sophisticated connectives (nevertheless, despite etc)</p>	<p>consistent and accurate use of semi- colons, dashes, colons, hyphens, brackets, commas and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p> <p>To use punctuation to divide clauses, vary pace, create atmosphere and sub divide.</p> <p>To use a wide range of devices to build cohesion within and across paragraphs- flashbacks, character actions, motivations.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To indicate degrees of possibility using adverbs and modal</p>
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	<p>To use vocabulary focused on objects and people that are of particular importance to them.</p> <p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use language to imagine and recreate roles and experiences in play situations.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p> <p>To begin to understand 'why' and 'how' questions.</p> <p>To question why things happen and gives explanations and asks questions, e.g. who, what, when, how.</p> <p>To use a range of</p>		<p>mostly correctly including:</p> <ul style="list-style-type: none"> <li>capital letters, full stops, question marks and exclamation marks;</li> <li>commas to separate lists;</li> <li>apostrophes to mark singular possession and contractions.</li> </ul> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and</p>	<p>To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p> <p>To sometimes use complex sentences.</p> <p>To use pronouns to avoid repetition.</p> <p>Use a or an appropriately.</p> <p>Work has a clear opening and closing and can write for a range of text types.</p> <p>In narratives</p>	<p>To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>To produce work that is imaginative and with a clear structure.</p> <p>To use a range of adventurous and interesting vocabulary which they can use accurately and consistently.</p> <p>To use a wide range of linking words/phrases between sentences and paragraphs to build Cohesion, including time adverbials (e.g. later), place adverbials (e.g.</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To group things appropriately before and after a verb.</p> <p>To be able to balance narrative and dialogue in a story.</p> <p>Can use a wide range of punctuation to create effect accurately (dashes and ellipsis)</p> <p>To use punctuation to divide clauses, vary pace, create atmosphere, sub divide)</p> <p>To use commas, apostrophes, bullets, inverted commas, brackets, colons and semicolons accurately.</p> <p>To create interest by using a range of native techniques.</p> <p>To use different techniques to end writing.</p>	<p>verbs.</p> <p>To use the passive voice to change focus.</p> <p>To ensure the consistent and correct use of tense throughout all pieces Of writing, including the correct subject and verb agreement when using singular and plural</p> <p>To read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p> <p>To use a range of techniques to interact with and interest the audience- dialogue, quotation, suspense etc</p> <p>To establish writers/narrators voice.</p>
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	<p>tenses in speech (e.g. play, playing, will play, played).</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').</p> <p>To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p>		<p>comma.</p> <p>Link ideas to create 'flow' in their writing.</p> <p>To know their text types accurately.</p>	<p>can create a setting, character and plot.</p> <p>In non-narrative use subheadings and headings and other simple organisation devices,</p> <p>In their writing their ideas are appropriate.</p> <p>Writing is lively and interesting and has a good sense of pace.</p> <p>Can read aloud their writing, taking into consideration their tone and volume.</p> <p>Sentences are logically sequenced.</p> <p>Some words are carefully selected for effect or occasion.</p>	<p>nearby) and number (e.g. secondly).</p> <p>To use relative clauses beginning with a relative pronoun with confidence.</p> <p>To use commas after fronted adverbials.</p> <p>To indicate possession by using the possessive apostrophe with plural nouns.</p> <p>To use and punctuate direct speech.</p> <p>To use a wide range of punctuation accurately e.g. full stops, capital letters, exclamation marks, question marks, commas, apostrophes.</p> <p>To choose nouns or pronouns appropriately for</p>	<p>To be able to adapt their writing to meet the needs of the reader.</p> <p>To organise work in paragraphs.</p> <p>To produce well structured, lively and organised writing.</p> <p>To choose from a range of known words to select some vocabulary which is particularly precise.</p> <p>To use literacy features to create effect- alliteration, onomatopoeia, figurative language, dialect, metaphor, simile.</p> <p>To begin to establish a writers voice.</p> <p>To accurately select features from the correct genre of writing for the audience and purpose.</p> <p>To use commas consistently to clarify meaning or to avoid ambiguity.</p>	<p>To maintain a convincing viewpoint throughout a piece of writing.</p> <p>To use at least 2 stylistic features to create effect in writing e.g. alliteration, onomatopia, figurative language, dialect, metaphor, simile, passive voice.</p> <p>To know how to use clauses to make writing appropriate and interesting for the audience.</p> <p>To use a range of sophisticated connectives to show time, cause and sequence.</p> <p>To use creative and varied sentence structure.</p> <p>To group things deliberately for effect, before and after a verb and describe the impact of their choices.</p>
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		<p><u>Greater Depth</u></p> <p>To start using ? and !</p> <p>Can write paragraph or more independently that makes sense.</p> <p>Can re-read and edit their work to check it makes sense.</p>	<p><u>Greater Depth</u></p> <p>To use commas in a list.</p> <p>To use apostrophes to mark singular possession.</p> <p>Sometimes uses punctuation, sentence length or humour to make writing interesting.</p>	<p><u>Greater Depth</u></p> <p>Using fronted adverbials.</p> <p>Begin to independently use features of text types in their writing.</p> <p>Opinion, interest and humour included but not always fully developed.</p> <p>Generalising words including for style??</p>	<p><u>Greater Depth</u></p> <p>To use a range of more sophisticated connectives (nevertheless, despite etc)</p> <p>To use the present perfect form of verbs in contrast to the past tense.</p> <p>To independently use a range of styles and genres.</p> <p>Writing is lively and coherent.</p> <p>To choose from a range of known words to select some vocabulary which is particularly precise.</p>	<p><u>Greater Depth</u></p> <p>To vary sentence length and word order to sustain interest.</p> <p>To indicate degrees of possibility using adverbs.</p> <p>To change focus using the passive voice.</p> <p>To use appropriate formal and informal styles with confidence.</p>	<p><u>Greater Depth</u></p> <p>To intermingle a variety of sentence types- statements, questions, commands exclamations.</p> <p>To use a full range of punctuation almost always accurately.</p> <p>Writes with confidence and imagination, independent of shared writing.</p> <p>To use pertinent and précises details as appropriate to the text.</p> <p>To consciously vary the level of formality depending on purpose and audience.</p>

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					To select interesting ways to move writing on.		
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