



Progression in Writing across the school

STRAND	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Grammar		<p>Use correct grammatical terminology when discussing their writing</p> <p><u>Leave spaces between words (WTS KS1)</u></p> <p>Join words with 'and' within sentences</p> <p><u>Join sentences with 'and' (EXS KS1)</u></p> <p>Form singular and plural nouns (link with spelling)</p> <p>Change the meaning of words by adding un- (link with spelling)</p> <p>Form new nouns by compounding e.g., whiteboard (link with spelling)</p>	<p>Use correct grammatical terminology when discussing their writing</p> <p>Recognise and write statements</p> <p>Recognise and write questions</p> <p>Recognise and write exclamations</p> <p>Recognise and write commands</p> <p><u>Join sentences with 'or' and 'but' (EXS KS1)</u></p> <p><u>Use 'when', 'if', 'that' and 'because' to extend sentences (EXS KS1)</u></p> <p><u>Write expanded noun phrases</u></p> <p>Form nouns by using suffixes such as -ness and -er.</p> <p><u>Write consistently in 'past' or 'present' tense (EXS KS1)</u></p> <p>Use the progressive form of verbs (-ing) to write about actions in progress e.g. He was thinking, she is dancing</p>	<p>Use correct grammatical terminology when discussing their writing</p> <p>Use and understand the terms consonant and vowel</p> <p>Explore word families based on common words</p> <p>Recognise and know the purpose of conjunctions</p> <p><u>Use conjunctions to express time, place and cause e.g., when, so, before, after, while, because</u></p> <p>Use a or an appropriately</p> <p>Create new nouns using prefixes</p> <p>Recognise and know the purpose of pronouns</p> <p>Recognise and know the purpose of adverbs</p> <p><u>Use adverbs to express time, place and cause e.g., then, next, soon, therefore</u></p> <p>Explore and understand verb prefixes (link with dis-, de-, mis-, over- and re- in spelling)</p>	<p>Use correct grammatical terminology when discussing their writing</p> <p>Use a wider range of conjunctions to extend sentences including when, if, because, although</p> <p>Recognise and know the purpose of determiners</p> <p>Recognise and know the purpose of possessive pronouns e.g. my, mine, our, ours, its, his, her, hers, their, theirs, your, yours, whose, and one's</p> <p>Use pronouns and nouns appropriately (for clarity and cohesion and to avoid repetition)</p> <p>Write more complex expanded noun phrases by adding prepositional phrases to the determiner, noun and adjective(s)</p> <p>Fully understand the difference between plural and possessive s</p> <p>Understand some differences between standard and non-standard English verb forms e.g., we were instead of we was</p>	<p>Use correct grammatical terminology when discussing their writing</p> <p><u>Use devices for cohesion within a paragraph (EXS KS2)</u></p> <p>Ensure correct subject verb agreement</p> <p>Use adverbs and adverbials to show time (e.g. after five minutes), place (e.g. nearby) and number (e.g. secondly) across a text</p> <p>Recognise relative pronouns e.g. which, that, who (whom, whose), when, where</p> <p>Use relative pronouns appropriately</p> <p>Use the suffixes -ate, -ise, and -ify to convert nouns or adjectives into verbs</p> <p>Recognise a modal verb is e.g. might, should, could, would, can, may, must, shall, will</p> <p>Recognise a modal adverb is e.g. perhaps, surely, obviously</p> <p>Use modal verbs and adverbs</p>	<p>Use correct grammatical terminology when discussing their writing</p> <p><u>Select vocabulary and grammatical structures that reflect what the writing requires, and use this mostly appropriately (EXS KS2)</u></p> <p>Understand the basic subject, verb, object structure of a sentence</p> <p><u>Use a range of devices for cohesion within and across paragraphs e.g. conjunctions, adverbials of time and place, pronouns, synonyms (EXS KS2)</u></p> <p>Use more extended noun phrases to convey complicated information concisely e.g. the colourful comic strip on the back page</p> <p>Use the 'perfect form' of verbs to mark relationships of time and cause</p> <p>Understand and recognise active and passive voice</p>



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			<p>Form adjectives using –ful, –er, –est and –less (link with spelling)</p> <p>Form adverbs by adding –ly to adjectives</p> <p>Learn to use some features of written standard English</p>	<p>Use have or has before a verb to create the ‘present perfect form’</p> <p>Recognise and know the purpose of prepositions</p> <p>Use prepositions to express time, cause and place e.g., before, after, during, in, because of</p> <p>Understand what a main clause is</p>	<p><u>Use fronted adverbials</u></p> <p>Know what a subordinate clause is</p>	<p>Use verb tenses consistently and correctly throughout their writing (EXS KS2)</p> <p>Recognise and know the purpose of relative clauses e.g. beginning with who, which, where, when, whose, that</p> <p>Use relative clauses to add detail to sentences</p>	<p>Use passive voice appropriately in writing Understand and explore synonyms and antonyms</p> <p>Recognise and understand ‘the subjunctive’ e.g. If Fred were here, things would be different</p>
Punctuation		<p>Use correct grammatical terminology when discussing their writing</p> <p><u>Use full stops and capitals throughout a piece of writing (EXS KS1, WTS KS2)</u></p> <p>Use capital letters for people, places, days of the week and ‘I’</p> <p>Use question marks (EXS KS1, WTS KS2)</p> <p>Understand the uses of exclamation marks</p> <p>Use exclamation marks (contributes to GD KS1)</p>	<p>Use correct grammatical terminology when discussing their writing</p> <p>Understand that an apostrophe is used for omission and possession</p> <p>Use apostrophes for simple contracted forms (contributes to GD KS1, WTS KS2)</p> <p>Use apostrophes for singular possession (contributes to GD KS1)</p> <p>Use commas for lists (contributes to GD KS1, WTS KS2)</p>	<p>Use correct grammatical terminology when discussing their writing</p> <p>Recognise direct speech and inverted commas</p> <p><u>Use inverted commas (contributes to EXS KS2 and GD KS2)</u></p>	<p>Use correct grammatical terminology when discussing their writing</p> <p>Use inverted commas and other speech punctuation appropriately (contributes to EXS KS2 and GD KS2)</p> <p>Use commas to mark off fronted adverbials (contributes to EXS KS2 and GD KS2)</p> <p>Use apostrophes to show plural possession e.g. The boys’ house (contributes to EXS KS2 and GD KS2)</p>	<p>Use correct grammatical terminology when discussing their writing</p> <p>Understand that punctuation can be used semantically and pragmatically</p> <p>Use punctuation both semantically and pragmatically</p> <p><u>Use commas to clarify meaning or avoid ambiguity (contributes to EXS KS2 and GD KS2)</u></p> <p>Understand what parenthesis is Recognise and identify brackets and dashes Use brackets, dashes or commas for parenthesis (contributes to EXS KS2 and GD KS2)</p>	<p>Use correct grammatical terminology when discussing their writing</p> <p>Understand that punctuation can be used semantically to avoid ambiguity and pragmatically to enhance meaning (GD KS2)</p> <p>Use punctuation both semantically and pragmatically Understand how colons are used</p> <p>Use colons appropriately (contributes to EXS KS2 and GD KS2)</p> <p>Understand how to use punctuation with bullet points</p> <p>Use punctuation consistently with bullet points</p>



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							<p>(contributes to EXS KS2 and GD KS2)</p> <p>Understand how semi-colons are used</p> <p>Use semi-colons appropriately (contributes to EXS KS2 and GD KS2)</p> <p>Understand how dashes are used</p> <p>Use dashes appropriately (contributes to EXS KS2 and GD KS2)</p> <p>Understand how hyphens are used</p> <p>Use hyphens appropriately (contributes to EXS KS2 and GD KS2)</p> <p>Understand how ellipsis is used</p> <p>Use ellipsis appropriately (contributes to EXS KS2 and GD KS2)</p>
Spelling	<p><u>Spell words by identifying sounds in them and representing the sounds with a letter or letters (ELG)</u></p>	<p><u>Spell words using the GPCs taught so far</u></p> <p>Segment words into individual phonemes to aid spelling (WTS KS1)</p> <p>Name the letters of the alphabet in order</p>	<p><u>Segment words into individual phonemes to aid correct spelling (WTS KS1 and EXS KS1)</u></p> <p><u>Choose the correct grapheme where there are several options (EXS KS1)</u></p>	<p>Use a dictionary to check words</p> <p>Consolidate spelling patterns from Y2</p> <p>Spell words with the prefix sub-</p> <p><u>Add suffixes beginning with vowel letters to</u></p>	<p>Use a dictionary to check words</p> <p>Use etymology to aid spelling</p> <p>Spell words with the suffix -ly</p> <p>Spell words with the - sure ending</p>	<p><u>Use a dictionary to check the meaning and spelling of words (EXS KS2)</u></p> <p><u>Use a thesaurus</u></p> <p>Use etymology to aid spelling</p>	<p>Revise previous spelling conventions</p> <p><u>Use a dictionary to check the meaning and spelling of words (EXS KS2, some for WTS KS2)</u></p>



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		<p>Use letter names to talk about different grapheme choices</p> <p><u>Spell year 2 common exception words that cannot be easily decoded at this stage ('tricky' words) (contributes to WTS KS1/EXS KS1)</u></p> <p>Spell simple words with adjacent consonants Spell words ending in -nk</p> <p>Spell plural nouns with -s and -es</p> <p>Use -s and -es to spell third person singular verbs</p> <p><u>Spell words with the -ing suffix (where no change is needed to the root word)</u></p> <p>Spell common words ending in -ve</p> <p><u>Spell words with the -ed suffix (where no change is needed to the root word)</u></p> <p>Spell words with the -er suffix (where no change is needed to the root word)</p> <p>Spell words with the -est suffix (where no change is needed to the root word)</p>	<p><u>Spell y2 common exception words correctly (National Curriculum Appendix 1) (contributes to WTS/EXS/GD KS1)</u></p> <p>Spell words ending with the 'i' sound spelt y e.g. fry</p> <p>Spell words where -es is added to a word ending in y e.g. flies</p> <p>Spell words with the 's' sound spelt c before e, i and y e.g. city</p> <p>Spell words beginning with the 'r' sound spelt wr e.g. wrote</p> <p>Spell words ending with the 'ee' sound spelt ey e.g. monkey</p> <p>Spell words with the 'u' sound spelt o e.g. Monday</p> <p><u>Spell words with the suffix -ly e.g. badly (GD KS1)</u></p> <p>Spell contracted words using the apostrophe e.g. can't</p> <p>Spell frequently confused common homophones e.g. here and hear</p> <p>Spell words with the 'j' sound spelt j, g, ge and dge</p>	<p>words of more than one syllable and know when to double the final consonant e.g. forgetting, forgotten, gardening, gardener</p> <p>Spell words where an i sound is spelt with a y in the middle of words e.g. gym, Egypt</p> <p><u>Spell the words answer, build, caught, circle, early, earth, fruit, group, heard, heart, height, island, learn, minute, often, woman/women (WTS KS2)</u></p> <p>Spell words with the ou spelling of the u sound e.g. young, touch, double</p> <p>Spell words with the prefixes in-, il-, im- and ir-</p> <p>Spell words with the prefix dis-</p> <p>Spell words with the prefix mis-</p> <p>Spell words with the prefix re-</p> <p><u>Spell the words address, appear, arrive, breath, breathe, disappear, guard, guide, history, imagine, increase, important, interest, question, recent,</u></p>	<p>Spell words with the -ture ending</p> <p>Spell words with the suffix -ous</p> <p>Spell common homophones e.g. fair/fare, break/brake</p> <p><u>Spell the words complete, decide, describe, different, difficult, February, library, naughty, opposite, ordinary, perhaps, popular, probably, regular, suppose, surprise, various (WTS KS2)</u></p> <p>Spell words with the -tion ending</p> <p>Spell words with the -sion ending</p> <p>Spell words with the -ssion ending</p> <p>Spell words with the -cian ending</p> <p>Spell more common homophones</p> <p>Spell plural words with possessive apostrophes e.g. girls', children's</p> <p><u>Spell the words exercise, experience, experiment, extreme, favourite, mention, occasion(ally), position, possess(ion), possible, potatoes,</u></p>	<p>Spell words ending in -cious</p> <p>Spell words ending in -tious</p> <p>Spell words ending in -cial and -tial</p> <p><u>Spell the words attached, average, bargain, bruise, dictionary, familiar, foreign, forty, identity, muscle, occupy, occur, queue, rhyme, rhythm, soldier, symbol, system, twelfth, variety (EXS KS2, some for WTS KS2)</u></p> <p>Spell words ending in -ant, -ance and -ancy</p> <p>Spell words ending in -ent, -ence and -ency</p> <p><u>Spell the words according, ancient, apparent, category, conscience, conscious, controversy, convenience, environment, equip(-ped and -ment) excellent, existence, hindrance, leisure, nuisance, parliament, relevant, restaurant, sufficient, vegetable (EXS KS2, some for WTS KS2)</u></p>	<p>Add suffixes beginning with vowel letters to words ending in -fer</p> <p>Spell common words which feature hyphens</p> <p>Spell and use common homophones</p> <p><u>Spell the words curiosity, definite, desperate, especially, frequently, harass, immediate(ly), marvellous, neighbour, opportunity, persuade, physical, profession, programme, pronunciation, recognise, sacrifice, secretary, shoulder, signature (EXS KS2, some for WTS KS2)</u></p> <p>Spell and ei words e.g. piece, deceive</p> <p>Spell words containing the letter string ough</p> <p>Spell and use common homophones</p> <p><u>Spell the words accommodate, accompany, aggressive, amateur, appreciate, cemetery, committee, communicate, community, competition, correspond, criticise, disastrous, embarrass,</u></p>
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		<p>Spell simple words with the un- prefix</p> <p>Spell common compound words</p> <p>Spell the days of the week</p> <p>Divide words into syllables to aid spelling</p> <p>Write simple dictated sentences using spelling knowledge taught so far</p> <p>Apply spellings and spelling conventions taught in their own work</p>	<p>Spell words with the 'or' sound spelt a before an l or a ll e.g. call</p> <p>Spell words with the 'or' sound spelt ar after w e.g. warm</p> <p>Spell words with the 'o' sound spelt a after w and qu e.g. watch</p> <p>Spell words with the 'ur' sound spelt or after w e.g. word</p> <p>Spell words with the suffixes -ful and -less (GD KS1)</p> <p><u>Spell words where suffixes (-ed, -ing, -er and -est) are added to words ending in consonant + y e.g. crying, cried</u></p> <p>Spell words ending in -tion e.g. station</p> <p>Use the possessive apostrophe with singular nouns e.g. Sid's</p> <p>Spell words ending in the 'l' sound and spelt -le e.g. table</p> <p>Spell words ending in the 'l' sound and spelt -el e.g. camel</p> <p>Spell words ending in the 'l' sound and spelt -al e.g. pedal</p>	<p>reign, remember (WTS KS2)</p> <p>Spell words with the prefix inter-</p> <p>Spell words with the prefix super-</p> <p>Spell words with the prefix anti-</p> <p>Spell words with the prefix auto-</p> <p>Spell words with the suffix -ation</p> <p>Spell the words centre, century, certain, consider, enough, famous, forward, grammar, length, notice, strange, strength, though, although, thought, through (WTS KS2)</p> <p>Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far</p>	<p>pressure, promise, purpose, quarter, sentence, therefore (WTS KS2)</p> <p>Spell words where the k sound is spelt ch (Greek origin) e.g. chorus</p> <p>Spell words where the sh sound is spelt ch (French origin) e.g. chalet</p> <p>Spell -que and -que words (French origin) e.g. tongue, antique</p> <p>Spell words where the s sound is spelt sc (Latin origin) e.g. scene</p> <p>Spell the more uncommon ei, eigh and ey graphemes for the a sound e.g. vein, sleigh, obey</p> <p>Spell the words accident(ally), actual(ly), believe, bicycle, busy, business, calendar, continue, eight, eighth, knowledge, material, medicine, natural, particular, peculiar, separate, special, straight, weight (WTS KS2)</p> <p>Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far</p>	<p>Spell words ending in -able and -ible</p> <p>Spell words ending in -ably and -ibly</p> <p>Spell the words achieve, available, awkward, determined, develop, explanation, government, individual, interfere, interrupt, language, lightning, necessary, sincere(ly), stomach, suggest, temperature, thorough, vehicle, yacht (EXS KS2, some for WTS KS2)</p>	<p>exaggerate, guarantee, mischievous, prejudice, privilege, recommend (EXS KS2, some for WTS KS2)</p> <p>Spell words with silent letters e.g. doubt</p> <p>Spell and use homophones which end in -se and -ce e.g. practice and practise</p>
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			<p>Spell words ending in the 'l' sound and spelt -il e.g. fossil</p> <p>Spell words with the 'n' sound spelt kn or gn e.g. know and gnaw</p> <p>Spell the 'zh' sound spelt s e.g. treasure</p> <p>Spell words with the suffix -ment e.g. enjoyment (GD KS1)</p> <p>Spell words with the suffix -ness e.g. sadness (GD KS1)</p> <p><u>Spell words where suffixes (-ed, -ing, -er, -y and -est) are added to words ending in consonant + e e.g. hiking, nicest</u></p> <p><u>Spell words where suffixes (-ed, -ing, -er, -y and -est) are added to one syllable words ending in short vowel + single consonant e.g. dropping</u></p> <p>Spell further common homophones e.g. there, their and they're</p> <p>Write simple dictated sentences using spelling and punctuation knowledge taught so far</p> <p>Apply spellings and spelling conventions taught in their own work</p>				
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<p>Planning</p>		<p>Say out loud what they are going to write</p> <p>Use the sentence by sentence process of think, say, write, check</p>	<p>Plan a narrative text Plan non-narrative text types Include new vocabulary in planning</p> <p>Embed the sentence by sentence process of think, say, write, check</p>	<p><u>Generate ideas for their writing</u></p> <p><u>Use the structures, grammar and vocabulary of written texts to plan and write their own</u></p> <p>Collect and use suitable vocabulary for a text</p> <p>Plan and order texts logically</p> <p>Plan and organise texts logically</p> <p>Compose and orally rehearse sentences which are increasingly rich in structure and vocabulary</p>	<p><u>Generate ideas for their writing</u></p> <p><u>Plan their own texts based on the structures, grammar and vocabulary of texts that they have studied</u></p> <p><u>Develop and extend ideas in stories, non-fiction and poetry e.g. character, settings, arguments, themes</u></p> <p>Compose and orally rehearse sentences which are increasingly rich in structure and vocabulary</p>	<p><u>Develop ideas for writing through reading and research</u></p> <p>Use a wide knowledge of text types, forms and styles to inform their writing</p> <p><u>Plan for a clear purpose and audience</u></p> <p>Choose a text form</p>	<p><u>Develop their own ideas for writing through reading. (GD KS2)</u></p> <p><u>Plan for a clear purpose and audience</u></p> <p>Choose form (GD KS2)</p>
<p>Composing</p>	<p><u>Write simple phrases and sentences that can be read by others (ELG)</u></p>	<p>Use the sentence by sentence process of think, say, write, check Write a sequence of sentences</p> <p><u>Write a sequence of sentences to form a short narrative text (WTS KS1)</u></p>	<p>Embed the sentence by sentence process of think, say, write, check <u>Write about personal experiences and real events (EXS KS1)</u></p> <p><u>Write a coherent story (EXS KS1)</u></p> <p>Write non-narrative text types for a clear purpose Write a poem <u>Write effectively and coherently for different purposes</u></p>	<p><u>Use the structures, grammar and vocabulary of written texts to plan and write their own</u></p> <p>Compose and orally rehearse sentences which are increasingly rich in structure and vocabulary</p> <p>Collect and use suitable vocabulary for a text</p> <p><u>In non-narrative writing use headings</u></p>	<p><u>Write their own texts based on the structures, grammar and vocabulary of texts that they have studied</u></p> <p>Compose and orally rehearse sentences which are increasingly rich in structure and vocabulary</p> <p><u>Use paragraphs to organise ideas (WTS KS2)</u></p> <p><u>Link ideas within a paragraph or section</u></p>	<p><u>Use a wide knowledge of text types, forms and styles to inform their writing</u></p> <p><u>Plan and write for a range of clear purposes and audiences (WTS KS2)</u></p> <p>Borrow writers' techniques from book, screen and stage</p> <p><u>Structure and organise writing in well linked paragraphs</u></p> <p><u>Build cohesion within a paragraph</u></p>	<p><u>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (EXS KS2)</u></p> <p><u>Write effectively for a range of purpose and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (GD KS2)</u></p> <p>Experiment with writers' techniques borrowed</p>



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			<p>Re-read writing for sense(GD KS1)</p>	<p>and subheadings to structure the writing and support the reader (WTS KS2)</p> <p>Experiment with layout when writing non-fiction texts</p> <p><u>Use paragraphs to group related material</u></p> <p>Create settings using well-chosen words and phrases (WTS KS2 and EXS KS2)</p> <p>Create characters using well-chosen words and phrases (WTS KS2 and EXS KS2)</p> <p>Create a coherent plot in a story</p>		<p>Ensure cohesion within and between all paragraphs in a text</p> <p>Balance narrative writing between action, description and dialogue</p> <p><u>Carefully select words to create effects, sustain and develop ideas</u> Create atmosphere (EXS KS2)</p>	<p>from book, screen and stage</p> <p>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this (GD KS2)</p> <p>Use a range of layout devices to structure text e.g. headings, sub-headings, columns, bullet points and tables</p> <p>Manipulate word order for effect</p> <p><u>Use speech to convey a character (EXS KS2)</u></p> <p><u>Use speech to advance action (EXS KS2)</u></p> <p>Distinguish between the language of speech and writing and choose the appropriate register (GD KS2)</p> <p><u>Carefully select words to create effects, sustain and develop ideas</u></p>
Evaluating		<p>Use the sentence by sentence process of think, say, write, check</p> <p>Re-read what they have written to themselves, in</p>	<p>Embed the sentence by sentence process of think, say, write, check</p> <p>Re-read writing for sense</p>	<p><u>Proof-read their work for spelling, grammar and punctuation errors</u></p> <p>Edit their work effectively and make</p>	<p>Proof-read their work for spelling, grammar and punctuation errors</p> <p><u>Change vocabulary and grammar for consistency and impact</u></p>	<p>Ensure that the content and style of writing accurately reflects the purpose</p>	<p>Ensure that the content and style of writing accurately reflects the purpose</p>



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		<p>order to check that it makes sense</p> <p>Talk about their writing</p> <p>Read aloud their writing clearly (link with Spoken Language)</p>	<p>Check writing for consistent use of tense</p> <p>Evaluate their writing with others</p> <p>Use expression when reading aloud their writing</p> <p>Edit their work by making simple additions and revisions (GD KS1)</p> <p>Proof read their work for spelling, grammar and punctuation errors (GD KS1)</p>	<p>improvements based on this</p> <p>Evaluate the work of others and suggest improvements</p> <p>Use expression, intonation and tone when reading aloud their writing</p>	<p><u>Edit their work effectively and make improvements based on this</u></p> <p>Evaluate the work of others and suggest improvements</p> <p>Read aloud their own work using a range of strategies (intonation, volume, tone etc.) to make the meaning clear</p>	<p>Proof-read their work for spelling, grammar and punctuation errors</p> <p>Ensure the consistent and correct use of tense through a longer piece of writing</p> <p><u>Change vocabulary and grammar to enhance effects and clarify meaning</u></p> <p><u>Edit their work effectively and make improvements based on this</u></p> <p>Evaluate the work of others and suggest improvements</p> <p>Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear</p>	<p>Proof-read their work for spelling, grammar and punctuation errors</p> <p>Change vocabulary and grammar to enhance effects and clarify meaning</p> <p>Check that the appropriate register is being used</p> <p>Edit their work effectively and make improvements based on this</p> <p>Evaluate the work of others and suggest improvements</p> <p>Perform their own work using a range of strategies (intonation, volume, movement etc.) to make the meaning clear</p>
Handwriting	<p><u>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases (ELG)</u></p> <p><u>Write recognisable letters most of which are correctly formed (ELG)</u></p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Form 'long ladder' lower case letters correctly (i, j, l, t, u (v and w if with rounded bases))</p> <p>Form the equivalent upper case letters correctly (I, J, L, T, U)</p> <p>Form 'one-armed robot' lower case letters</p>	<p><u>Form lower case letters of the correct size relative to one another (WTS KS1)</u></p> <p><u>Write upper letters and digits of the correct size, orientation and relationship to other letters and digits (EXS KS1)</u></p> <p>Write legibly (WTS KS2)</p> <p>Use diagonal and horizontal strokes to</p>	<p>Write with joined handwriting consistently</p> <p><u>Write with joined handwriting in pen consistently</u></p>	<p>Improve the quality of handwriting by tackling any issues consistently</p> <p><u>Write consistently with neat, legible and joined handwriting</u></p>	<p>Adapt handwriting to specific purposes e.g. printing, use of italics</p> <p>Maintain legibility in joined handwriting when writing at speed (EXS KS2)</p>	<p>Develop a neat, personal, handwriting style</p> <p>Consistently use a neat, personal handwriting style</p> <p>Choose the writing implement that is appropriate to the task</p>



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	<p>correctly (b, h, k, m, n, p, r)</p> <p>Form the equivalent upper case letters correctly (B, H, K, M, N, P, R)</p> <p>Form the digits 2, 3 and 5 correctly</p> <p>Form 'curly caterpillar' lower case letters correctly (c, a, d, e, g, o, q, f, s)</p> <p>Form the equivalent upper case letters correctly (C, A, D, E, G, O, Q, F, S)</p> <p>Form the digits 0, 6, 8 and 9 correctly</p> <p>Form 'zigzag' lower case letters correctly (v, w, x, y, z)</p> <p>Form the equivalent upper case letters correctly (V, W, X, Y, Z)</p> <p>Form the digits 1, 4, and 7 correctly</p> <p><u>Form lower case letters in the correct direction, starting and finishing in the right place (WTS KS1)</u></p>	<p>join letters together (GD KS1)</p> <p>Know which letters not to join</p> <p><u>Ensure spacing between words is appropriately sized (EXS KS1)</u></p>				
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Upshire Primary School
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Progression in Writing across the school

NOTES:

All objectives have derived from the National Curriculum and/or the Statutory Framework for EYFS

Objectives which directly contribute towards the Early Learning Goals or the statements in the Teacher Assessment Frameworks appear in bold. these objectives will be found scattered across year groups.

The most important objectives in each year group have been underlined. They must be mastered in the year group in which they appear.