



# Hindon Primary School

'Where happy children learn'

## Writing Progression Guidance for Teachers

This Writing progression covers all aspects of writing from the non-statutory Development Matters (EYFS) to the National Curriculum (Y1 – Y6) and has been crossed referenced with the Teacher Assessment Framework for Year 6. It has been rooted in the simple view of writing:

- **Composition:** planning, drafting, writing, editing, word choice, oral rehearsal
- **Transcription:** spelling, handwriting, grammar, sentence construction, punctuation

### Spelling

Spelling in this progression has been summarised. Schools should use the progression in their chosen SSP and spelling scheme to secure year group expectations.

### EYFS

The skills within EYFS have been taken from Development Matters. Development Matters is non-statutory. The skills used in this progression will allow teachers to see the link between EY provision for Communication, Language and Literacy and the curriculum for writing in KS1 and KS2. Teachers can target these skills so that children can begin to acquire some of the 'foundational' knowledge and skills required for writing. Teachers can deliver these skills through phonics, dictation and the CLL provision. The progression for writing is rooted in communication and reading. Many of the skills for writing will grow from EYFS speaking, listening and reading skills.

### Progression

This progression can be used to help teachers build on prior knowledge, pitch appropriately for their year group, target the teaching of specific skills, track progress through assessment for learning and understand gaps.

Writing skills are not exclusive to a particular year group. Whilst the progression may describe a skill that should be taught in a year group., it is likely that that a skill will need to be developed in subsequent year groups e.g. capital letters are taught in Year 1 but will need reviewing in Year 6.

Writing is multi-disciplinary: in order for a child to write they need to read and speak. A school's reading progression and any oracy progression should be used in conjunction with this progression when planning writing.

This progression should be used develop the school's overall offer for Writing:

- year group map of skills
- grammar skills mapped across a year for each year group
- a high-quality text map
- a text type progression

| Composition: planning   |  |   |  |  |  |  |
|---|--|---|--|--|--|--|
| EYFS  | Y1   | Y2  | Y3   | Y4   | Y5   | Y6   |
| Articulate ideas and thoughts in well-formed sentences.   | Plan by talking about ideas                                    | Plan by talking about ideas and vocabulary<br><br>e.g. Box up | Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Y3 expectations) | Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Y4 expectations) | Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Y5 expectations) | Plan through discussing similar writing; analysing its structure, vocabulary and grammar and use to create their own plan (in relation to other Y6 expectations) |
| Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.  | Record ideas e.g. using story maps and pictures (drawing club) | Record and note ideas<br>e.g. using story maps and boxing up  | Record and note ideas<br>e.g. using story maps, boxing up, mind maps and flow charts   | Record and note ideas<br>e.g. using bullet points, boxing up, mind maps and flow charts  | Explore and use their own techniques to note their ideas, drawing on research where necessary  | Make choices about the most efficient way to note their ideas, drawing on research from a range of sources where necessary                                       |
| Connect one idea or action to another using a range of connectives.<br><br>Describe events in some detail. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. | Orally rehearse sentences before writing                       | Orally rehearse a series of sentences before writing          | Compose and rehearse sentences orally before writing, including dialogue   | Compose and rehearse more complex sentences orally, including dialogue, before writing   | Compose and rehearse more complex sentences orally, including dialogue, before writing   | Compose and rehearse more complex sentences orally, including dialogue, before writing   |

| Composition: writing (1)  |   |   |   |  |   |  |
|---|---|---|---|--|---|--|
| EYFS  | Y1  | Y2  | Y3  | Y4   | Y5  | Y6   |
| <p>Describe events in some detail.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>        | <p>Write for simple audiences and purposes based on real life experiences</p> <p>e.g. thank you letters, instructions, recounts, reports, stories</p> | <p>Write for a range of fictional e.g. a diary entry in role; explanations about how a dinosaur trap works</p> <p>Write to record a real event e.g. recount of a trip</p> | <p>Write for a range of purposes and audiences, including across the curriculum e.g. a historical recount, a persuasive leaflet in geography, a diary entry in RE</p> | <p>Write for an increasing range of purposes and audiences, including across the curriculum e.g. a news report in history, an explanation in science</p> | <p>Identify the audience and purpose for their writing and select the appropriate form e.g. a historical narrative; a discussion in RE; notes for a debate in geography</p> | <p>Identify the audience and purpose for their writing and select the appropriate form or mix of forms e.g. a non-chronological report about the weather including a short explanation of the water cycle; a historical narrative including diary extracts/letters</p> |
| <p>Describe events orally in some detail.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> | <p>Retell simple plots from an known story</p>  | <p>Create simple plots in narratives e.g. with a clear beginning, middle and end</p>  | <p>Create and describe plots in narratives e.g. developing the problem</p>  | <p>Create and expand plots in narratives e.g. multiple problems or the narrative ends with a problem such as a cliff hanger</p>                          | <p>Control more complex plots e.g. describing the cause and effect of events; providing more detail</p>   | <p>Control and maintain more complex plots e.g. stories with inserted text types, cyclical structures, using foreshadowing</p>   |
| <p>Describe events in some detail.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>        | <p>Retell simple settings from a known story</p>  | <p>Create simple settings in narratives e.g. telling the reader where the story takes place</p>   | <p>Create and describe settings in narratives e.g. using precise nouns and adverbs to provide information for the reader</p>  | <p>Create and expand settings in narratives e.g. describing how the character reacts to the setting</p>  | <p>Develop settings and atmosphere in detail e.g. using well-chosen vocabulary, grammar or punctuation to build tension</p>   | <p>Develop settings and atmosphere in detail e.g. using grammar, vocabulary and punctuation to control build up of atmosphere and how an atmosphere changes between paragraphs</p>   |

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| Describe events in some detail.<br><br>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. | Retell simple characters from an known story | Create simple characters in narratives e.g. heroes, villains based on their own reading | Create and describe characters in narratives e.g. using interesting adjectives (The frightened boy. The lonely, old man.) | Create and expand characters in narratives e.g. using expanded noun phrases (The terrified boy with trembling hands.) | Develop characters in detail e.g. through using dialogue to convey character | Develop characters in detail e.g. using dialogue to convey character; developing relationships between characters; |
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| Composition: writing (2)  |   |   |  |   |   |   |
|---|---|---|--|---|---|---|
| EYFS  | Y1  | Y2  | Y3   | Y4  | Y5  | Y6  |
| Listen carefully to rhymes and songs, paying attention to how they sound.<br><br>Learn rhymes, poems and songs.   | Write simple poetry e.g. list poems   | Write simple poetry e.g. rhyming poems  | Write simple poetry e.g. list and rhyming poems, free verse  | Write free verse poetry focusing on the meaning e.g. poems without rhyming structures   | Write free verse poetry with a specific purpose e.g. narrative poems; poetry to provoke emotion in the reader or make them think about an issue       | Write more sophisticated poetry and experiment with different forms, e.g. narrative poems, sonnets                                    |
| Listen to and talk about stories to build familiarity and understanding.<br><br>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.<br>Use new vocabulary in different contexts. | Use simple narrative language features e.g. story language such as once upon a time/one day/ happily ever after | Use the main language features of narrative e.g. story language, powerful verbs, past tense, third person | Consistently use the language features of narrative e.g. adverbial phrases, use of speech and accompanying present tense | Expand the use of narrative language features e.g. power of three; fronted adverbials for cohesion (After a while, he left the beach) | Modify and control the use of narrative language features e.g. reported speech as well as direct speech; repetition for effect, prepositional phrases | Manipulate and control the use of narrative language features e.g. using language to control time and pace; range of cohesive devices |

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| <p>Engage in non-fiction books.<br/>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.<br/>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> | <p>Use simple language features of non-fiction<br/>e.g. the first person in recounts; accurate nouns and verbs, present tense for instructions</p> | <p>Use the main language features of non-fiction<br/>e.g. imperative verbs for instructions; adverbs such as firstly, next, then</p>  | <p>Consistently use the language features of non-fiction e.g. technical language, precise nouns and pronouns (oak tree instead of tree, sparrow instead of bird)</p> | <p>Expand the use of non-fiction language features e.g. clauses to add additional information (If you want the food to stay fresh, put it in the fridge.)</p>  | <p>Modify and control the use of non-fiction language features e.g. use of modal verbs in discussion; precise description and technical vocabulary</p>               | <p>Manipulate and control the use of non-fiction language features e.g. rhetorical questions; passive voice (The deer is eaten by the Mountain Lion.)</p>  |
| <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.<br/><br/>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>         | <p>Use simple organisational features in fiction and non-fiction e.g. beginning, middle and end in narratives; instructions in the right order</p> | <p>Use the main organisational features in fiction and non-fiction e.g. clear beginning, middle and end; headings for posters; numbered instructions; information in sections</p> | <p>Use a range of organisational features in fiction and non-fiction e.g. headings and sub headings; columns; logical sequencing</p>                                 | <p>Use a wider range of organisational features in fiction and non-fiction e.g. use repetition to link paragraphs in narrative, use subordinating conjunctions although, however to structure persuasive writing</p> | <p>Control the use of organisational features in fiction and non-fiction e.g. balancing action, description and dialogue; using bullet points, tables and charts</p> | <p>Manipulate and control the use of organisational features in fiction and non-fiction e.g. reorder paragraphs so the end is first in a narrative; use inserts of other text types within the organisation of the writing such as inserting a letter in a narrative or a newspaper cutting in a diary entry</p> |
| <p>Write short sentences with words with known</p>  | <p>Write a series of linked sentences</p>  | <p>Write about more than one idea and group related information e.g. ordering information into simple</p>   | <p>Start to use paragraphs to group related ideas e.g. 3-5 simple paragraphs for a</p>   | <p>Organise content into relevant paragraphs across the text e.g. 5</p>  | <p>Organise content into relevant paragraphs across the text e.g. 5 or</p>   | <p>Organise content into relevant paragraphs across the text e.g. 5 or</p>   |

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| sound-letter correspondences using a capital letter and full stop. |  | sections with 2-4 related sentences in a fact file | narrative using a box up plan | paragraphs using a box up plan<br><br>Use nouns and pronouns to aid cohesion between sentences e.g. Feeling terrified, Tom peered around as he crept into the forest. The scared boy decided to turn back. | more paragraphs using a box up plan<br><br>Use a range of devices to link paragraphs e.g. adverbs and adverbial phrases; connectives Use a range of cohesive devices within paragraphs e.g. connectives; consistent tense and person | more paragraphs using a box up plan<br><br>Use a range of cohesive devices within and between paragraphs e.g. wider range of connectives (on the other hand, as a consequence, in contrast) repetition for effect; ellipses |
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| Composition: reviewing and editing                           |  |  |   |  |  |   |
|--|--|--|---|--|--|---|
| EYFS   | Y1   | Y2   | Y3  | Y4   | Y5   | Y6  |
| Re-read what they have written to check that it makes sense. | Discuss writing to check it makes sense and make simple changes as necessary e.g. spotting omissions | Discuss own writing and make improvements to clarify the meaning and sense e.g. accurate verb/tense and subject/verb agreement | Discuss own writing and make improvements through redrafting the grammar and vocabulary e.g. variety of nouns/ pronouns, range of adverbs, sentence structure | Discuss own writing and make improvements through redrafting the grammar and vocabulary e.g. fronted adverbials; expanded noun phrases; variety of sentence structure; use of paragraphing | Discuss own writing and make improvements through redrafting the grammar and vocabulary to enhance effect e.g. cohesion within paragraphs; modals, clauses | Discuss own writing and make improvements through redrafting the grammar and vocabulary to enhance effect e.g. cohesion within and across paragraphs, passive voice, range of clauses, use of the subjunctive |
| Re-read what they have written to check that it makes sense. | Proof-read and edit their writing in relation to the Y1 grammar and spelling expectations            | Proof-read and edit their writing in relation to the Y2 grammar and spelling expectations                                      | Proof-read and edit their writing in relation to the Y3 grammar and spelling expectations   | Proof-read and edit their writing in relation to the Y4 grammar and spelling expectations  | Proof-read and edit their writing in relation to the Y5 grammar and spelling expectations  | Proof-read and edit their writing in relation to the Y6 grammar and spelling expectations   |
| Re-read what they have written to check that it makes sense. | Read own writing aloud clearly   | Read own writing aloud clearly, with appropriate speed   | Read own writing aloud with appropriate volume and speed  | Read own writing aloud with appropriate intonation   | Read own writing aloud using prosody   | Read own writing aloud using prosody adapting as necessary to engage the audience   |

| Transcription: grammar, vocabulary and punctuation (1)                           |   |  |  |  |   |   |
|--|---|--|--|--|---|---|
| EYFS   | Y1  | Y2   | Y3   | Y4   | Y5  | Y6  |
| Use the names of people, places and things e.g. use nouns in labels and captions | Use the names of people, places and things e.g. dragon, castle, butterfly   | Use noun phrases to describe and specify people, places and things e.g. ugly dragon; old castle; beautiful butterfly | Use noun phrase appropriately in a range of text types to clarify and add detail e.g. ancient castle, turquoise butterfly, rickety bridge                        | Use noun phrases expanded by modifying adjectives e.g. Tom was fairly scared as he entered the forest<br><br>Use noun phrases expanded by prepositional phrases e.g. The vicious troll under the extremely rickety bridge. | Use expanded noun phrases precisely to add detail across a piece of writing e.g. He scampered up the dangerous path, avoiding the traps beneath his feet. The South China Sea contains numerous shrimp, croaker and large shoals of tuna. | Use expanded noun phrases across writing to convey complicated information concisely e.g. He scampered cautiously up the dangerous track, avoiding the traps and dangers lurking beneath his nervous feet. Within the South China Sea a variety of fish and aquatic mammals can be found. |
| Use new vocabulary in different contexts.  | Select words from the text to help improve sentences e.g. use knobbly when describing the Gruffalo's knees, reuse knobbly when describing a different character | Select vocabulary from known texts and other reading to improve writing e.g. use lonely old man instead of sad man   | Create interest through the use of appropriate word choices and descriptive phrases taken from wider reading e.g. The tree branches reached out in the darkness. | Engage the reader through the use of interesting word choices and descriptive phrases taken from wider reading e.g. Tom crept cautiously. The twisted tree branches reached out in the darkness.                           | Engage the reader using inspiring or precise phrases taken from wider reading e.g. The coal-black beetle scuttled; Tom uttered his response.  | Deliberately select vocabulary and precise word choice to elaborate, create impact and clarify meaning e.g. vocabulary linked to a historical period and style; using dialect; Tom skulked grudgingly along the empty corridor  |
|  |   |  | Use and range of adverbs e.g. before, next, soon, later, firstly and prepositions e.g. in, through, since, across, beneath to express time, place and cause      | Use fronted adverbials for effect e.g. Not long after, Tom got up and walked to the door.<br><br>Use prepositional phrases (acting as adverbial phrases for where) e.g. Under the table, next to the fire, sat the dog.    | Indicate degrees of possibility through the use of adverbs e.g. surely, perhaps, possibly<br><br>Indicate degrees of possibility through the use of modal verbs e.g. should, could, may, must   | Use the passive voice deliberately e.g. The breastbone will be cut during the operation. (Formal) The trees towered over him menacingly. (Creating empathy) The gun had been stolen from the cabinet. (To hide information)   |

| Transcription: grammar, vocabulary and punctuation (2)                          |   |  |   |  |   |  |
|---|---|--|---|--|---|--|
| EYFS  | Y1  | Y2   | Y3  | Y4   | Y5  | Y6   |
| <p>Use new vocabulary in different contexts.</p> <p>Develop social phrases.</p> | <p>Figurative devices may be used in Year 2 but through story language e.g. repetition used by an author may be modelled by a teacher and reused by a child in their writing</p>                          | <p>Figurative devices may be used in Year 2 but through story language e.g. similes used by an author may be modelled by a teacher and reused by a child in their writing</p>                | <p>Use figurative devices such as similes and alliteration e.g. <i>As bright as the sun. The shimmering, shining sun.</i></p>   | <p>Use figurative devices such as similes and hyperbole e.g. <i>The branches stretched out like . . . He was so tired he could have slept for days!</i></p>  | <p>Use figurative devices such as metaphors, personification, repetition for effect e.g. <i>The wind spoke in whispers; the night was black, coal black, bible black</i></p>  | <p>Use figurative devices such as extended metaphors and colloquialisms e.g. <i>Before long, the musicians were in a duel. Music filled the square, note battling fiercely against note as they fought for attention.</i></p>  |
| <p>Connect one idea or action to another using a range of connectives.</p>      | <p>Use <i>and</i> to list in a sentence e.g. <i>There was a slide and a swing and a roundabout.</i></p> <p>Use the conjunction <i>and</i> to join words e.g. <i>The giant growled and Jack froze.</i></p> | <p>Use co-ordinating conjunctions to form compound sentences e.g. <i>or, but, yet, so</i></p>  | <p>Use a mixture of simple and compound sentences e.g. <i>The shop was shut. Jack tried the bell but nobody came to the door.</i></p>   | <p>Use an appropriate variety of simple, compound and complex sentences e.g. <i>The shop was shut. Jack tried the bell but nobody came to the door. He started to walk away when the door slowly opened.</i></p> | <p>Use embedded clauses e.g. <i>Tom, although he was terrified, crept through the forest.</i></p>   | <p>Use an effective range of sentence structures, including sentences with multiple clauses e.g. <i>Tom crept nervously towards the imposing forest, his breath quickening with each footstep as he edged nearer to his fate.</i></p>  |
| <p>Connect one idea or action to another using a range of connectives.</p>      | <p>Children in Year 1 will often use <i>because</i> and <i>when</i> in story language e.g. <i>When jack got to the top of the beanstalk if froze.</i></p>   | <p>Use subordinating conjunctions to add extra information e.g. <i>when, if, that, because</i></p> <p>Write sentences with different forms: statements, questions, exclamations, command</p> | <p>Start to write complex sentences by using a range of conjunctions accurately e.g. <i>forming subordinate clauses by using conjunctions such as, after, when, because</i></p> | <p>Use a wider range of connectives to extend the range of complex sentences e.g. <i>although, while, however</i></p>  | <p>Use relative clauses beginning with <i>who, which, where, when, whose</i> and <i>that</i> e.g. <i>The zoo is a fine day out that everyone will enjoy. Tom, whose heart was beating furiously, ran for his life.</i></p> <p>Use main and subordinate clauses and move their position in sentences e.g. <i>Although he was terrified, Tom crept through the forest. Tom crept through the forest, although he was terrified.</i></p> | <p>Add detail and create specific effects to engage the reader through crafting a range of sentence structures and lengths e.g. <i>multi- subordination to build tension: As he entered the room, as he fumbled for the light in the darkness, Jack felt a strange sensation, as if someone were watching him.</i></p> |

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| <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p>                       | <p>Generally use the present and past tense mostly accurately</p>  | <p>Use the progressive (<i>continuous</i>) form in the present and past tense e.g. I was running/ he was shouting as opposed to the simple forms I ran/ I shouted</p> <p>Use accurate verb/tense e.g. we were not we was and subject /verb e.g. the trees are not the trees is agreement</p> | <p>Use the present perfect form of verbs e.g. He has gone out to play as opposed to He went out to play. He had been watching TV instead of He had watched TV</p>                          | <p>Use past and present tense accurately throughout a piece of writing, including continuous and perfect forms of verbs</p>  | <p>Ensure the consistent and appropriate use of tense throughout a piece of writing e.g. controlling writing where there is a need to switch between tenses</p>   | <p>Use a variety of verb forms to communicate levels of formality e.g. Scientists have recently discovered a new species. or build cohesion in a paragraph e.g. Cal was not sacred any more. He had been here before; he was used to this and would know what to do if anything happened.</p> |
| <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>             | <p>Write so that other people can understand the meaning of sentences</p>                                | <p>Use some features of standard written English e.g. understand that the way we write can be different from the way we speak</p>  | <p>Consistently use features of standard English and explore when non-standard written English could be used e.g. understand that dialogue can be written using non- standard features</p> | <p>Control the use of standard and non-standard English e.g. use a particular non-standard feature to develop characterisation such as Hagrid calling Harry Potter's year 'firs years'</p> | <p>Distinguish between the language of speech and writing and develop formal language structures for different text types e.g. using modal verbs to indicate possibility within persuasion (It could be argued)</p> | <p>Use formal language structures in speech and writing, including the subjunctive and question tags e.g. If you were to proceed with this operation, you should be aware of the potential risks. Surely only a fool would fail to recycle</p>  |
| <p>Listen to and talk about selected fiction and non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> | <p>Begin to punctuate using a capital letter for the names of people, places, days of the week and I</p> | <p>Punctuate using a capital letter for the names of people, places, days of the week and I</p>  | <p>Use a capital letter for proper nouns</p>   | <p>Use a capital letter for proper nouns noticing where a noun has been used as a proper noun. e.g. a wolf might be called Wolf</p>  | <p>Secure capital letters for proper nouns</p>  | <p>Secure capital letters for proper nouns</p>  |

Transcription: grammar, vocabulary and punctuation (3)

| EYFS   | Y1  | Y2  | Y3   | Y4   | Y5  | Y6   |
|--|---|---|--|--|---|--|
| Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.             | Demarcate many sentences using capital letters and full stops                                     | Demarcate sentences using full stops and capital letters mostly correctly | Demarcate sentences consistently using full stops and capital letters  | Secure use of capital letters and full stops to ensure writing makes sense                           | Secure use of capital letters and full stops to aid cohesion  | Know when full stops are a better option than other internal punctuation e.g. a longer sentence using multiple coordinating conjunctions might need a full stop to help it make sense  |
| Listen to and talk about selected fiction and non-fiction to develop a deep familiarity with new knowledge and vocabulary. | Children in Year 1 may use commas when the text type requires it such as when writing a list poem | Use commas in lists e.g. the angry, hungry giant wanted his tea.          | Use commas in lists consistently, in fiction and non-fiction e.g. Tom was cold, wet, lonely and wanted to go home. The thick, green canopy gives animals shade from the sun. | Use commas after fronted adverbials e.g. Later during that day, After pouring the milk into the jug, | Use commas accurately to demarcate clauses in complex sentences e.g. Although it was raining, Tom continued his journey.<br><br>Tom, although it was raining, continued his journey<br><br>Use brackets, commas or dashes around additional information within a sentence (parenthesis) e.g. Sharks (that formidable devil of the sea) are amazing creatures. | Use commas to avoid ambiguity e.g. Tom didn't like Jack and Jib, and he didn't much like their dog either.<br>Use semi-colons, colons or dashes to mark boundaries between independent clauses accurately e.g. It was a cold night; the rain had stopped and the ice had started to form.<br>Use a colon to introduce a list and semi-colons within a list e.g. There are many reasons why fox hunting is barbaric: foxes are harmless creatures; they are always outnumbered; the dead foxes are either turned into trophies or simply discarded. |

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| <p>Listen to and talk about selected fiction and non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> | <p>Begin to use question marks<br/><br/>Begin to use exclamation marks</p> | <p>Demarcate sentences using question marks and exclamation marks, mostly correctly</p>               | <p>Demarcate sentences consistently using question marks and exclamation marks</p>  | <p>Secure the accurate use of question marks and exclamation marks across fiction and non-fiction</p>   | <p>Secure the accurate use of question marks and exclamation marks across fiction and non-fiction</p>  | <p>Secure the accurate use of question marks and exclamation marks across fiction and non-fiction</p>   |
|   |  |   | <p>Demarcate direct speech with inverted commas (speech marks) e.g. can use speech marks around the speech and a capital letter (other punctuation may be omitted.)</p> | <p>Use inverted commas (speech marks) and other punctuation accurately to indicate direct speech e.g. Use of punctuation inside the speech or using commas before the speech<br/>"It's Sunday," shouted!<br/>shouted Bernie.<br/>Bernie shouted, "It's Sunday!"</p> | <p>Use of inverted commas (speech marks) and other punctuation e.g. "it's cold," said George, "I don't want to go outside." and to indicate direct and reported speech e.g. "It's cold," said George but Tom insisted they were to go outside.</p> | <p>Control the use of inverted commas (speech marks) for direct speech, reported speech and quotations.<br/><br/>Use dialogue to portray character <u>and</u> advance the action in a narrative e.g. "That's ridiculous! I am not going out there. It's too dangerous, cried Jib in terror.<br/>"It's time to go," explained Tom, "We've got to get there before night fall."</p> |
|   |  | <p>Children may come across bullet points depending of the organisational features of a text type</p> | <p>Use bullet points e.g. when writing instructions</p>   | <p>Use bullet points e.g. when writing points to remember or emphasise</p>  | <p>Begin to punctuate bullet points consistently e.g. noticing that a bullet point is a list and may need commas at the end of each point</p>  | <p>Punctuate bullet points consistently e.g. use a colon to introduce and semi-colons to separate the items<br/><br/>Use hyphens to avoid ambiguity e.g. man-eating shark (a shark that eats a man) instead of man eating shark (a man eating a shark)</p>  |

| Transcription: grammar, vocabulary and punctuation (4)   |  |   |  |  |  |   |
|--|--|---|--|--|--|---|
| EYFS   | Y1   | Y2  | Y3   | Y4   | Y5   | Y6  |
| Listen to and talk about selected fiction and non-fiction to develop a deep familiarity with new knowledge and vocabulary. | <p>Begin to use contracted forms e.g. can't don't in line with Little Wandle</p> <p>Begin to use apostrophes for singular possession in line with chosen SSP e.g. Tom's banana</p> | <p>Use contracted forms e.g. can't/won't shouldn't</p> <p>Use apostrophes for singular possession e.g. Clare's suitcase</p> | <p>Use apostrophes for contractions consistently e.g. shouldn't haven't shan't</p> <p>Use apostrophes for singular possession consistently</p> <p>Begin to use apostrophes for plural possession in line with chosen spelling scheme</p> | <p>Use apostrophes to indicate plural possession e.g. the children's coats are in the bag / The dogs' leads are in the kitchen</p> | Use apostrophes for singular and plural possession mostly accurately | Use apostrophes for singular and plural possession consistently e.g. Tom's mum's bag was open on the table. |

| Transcription: handwriting (For more details see the Kinetic Letters handwriting scheme.)          |   |  |  |  |  |  |
|--|---|--|--|--|--|--|
| EYFS   | Y1  | Y2   | Y3   | Y4   | Y5   | Y6   |
| Form lower-case and capital letters correctly in line with the Kinetic Letters handwriting scheme. | Form lower-case letters, capital letters and digits 0-9 correctly and understand which letters belong to which family (e.g. tall letters, long letters) | <p>Form correctly sized and orientated lower-case letters, capital letters and digits</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left un-joined</p> | Join letters, deciding which letters are best left un-joined | Join letters, deciding which letters are best left un-joined   | Join letters, deciding which letters are best left un-joined | Join letters, deciding which letters are best left un-joined |
| Re-read what they have written to check that it makes sense.                                       | Leave spaces between words  | Use spacing between words that reflects the size of the letters  | Write in a legible and consistent style                      | Write in a legible and consistent style, with increased quality and speed Write letters with parallel down strokes and appropriate spacing | Write fluently and legibly with speed and a personal style   | Write fluently and legibly with speed and a personal style   |

