

# Writing Progression Framework

EYFS
Y1
Y2
Y3
Y4
Y5
Y6

Planning Writing	Drafting Writing	Editing Writing	Handwriting
Think of, say and write a simple sentence, sometimes using a capital letter and full stop (LIT)	To think of, say and write a simple sentence, sometimes using a capital letter and full stop (LIT)	To check written work by reading and making changes where necessary (LIT)	Develop their fine motor skills so that they can use a range of tools competently, safely and confidently (PD)
Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating characters, settings and objects (C&L)	To sequence sentences to form short narratives	To re-read what they have written to check that it makes sense	Develop the foundations of a handwriting style which is fast, accurate and efficient (PD)
Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses (C&L)	To write down ideas and/or key words, including new vocabulary	To discuss what they have written with the teacher or other pupils	Form lower-case and capital letter correctly (LIT)
To say out loud what they are going to write about	To encapsulate what they want to say, sentence by sentence	To evaluate their writing with the teacher and other pupils	Know how to write the taught letters (LIT)
To compose a sentence orally before writing it	To organise paragraphs around a theme	To re-read their work to check that their writing makes sense and that verbs to indicate times are used correctly and consistently, including verbs in the continuous form	Sit correctly at a table, holding a pencil comfortably and correctly
To plan or say out loud what they are going to write about	In narratives, to create settings, characters and a plot	To proofread to check for errors in spelling, grammar and punctuation	Begin to form lower case letters in the correct direction, starting and finishing in the right place
To discuss and record ideas	In non-narrative material, to use simple organizational devices (heading & sub-headings)	To assess the effectiveness of their own and others' writing and suggest improvements	To form capital letters and digits 0-9
To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	To organise paragraphs around a theme	To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Understand which letters belong to which handwriting 'families' and to practise these
To discuss and record ideas with increasing clarity	In narratives, to create settings, characters and a plot	To proofread for spelling and punctuation errors	To produce recognizable letters and words to convey meaning
To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	In non-narrative material, to use simple organizational devices (heading & sub-headings)	To assess the effectiveness of their own and others' writing and suggest improvements	Another person can read writing with some mediation
To note and develop initial ideas, drawing on reading and research where necessary	To select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	To propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	Form lower-case letters of the correct size relative to one another
To note and develop initial ideas, drawing on reading and research where necessary	In narratives, to describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action	To proofread for spelling and punctuation errors	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
	To use a wide range of devices to build cohesion within and across paragraphs	To assess the effectiveness of their own and others' writing and suggest improvements	Use spacing between words that reflects the size of the letters
	To use further organisational and presentational devices to structure text and to guide the reader	To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	To begin to use diagonal and horizontal strokes needed to join letters
	To develop personal authorial style	To ensure the consistent and correct use of tense throughout a piece of writing	To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
	To select verb forms for meaning and effect	To ensure correct subject and verb agreement when using singular and plural,	Increase the legibility, consistency and quality of their handwriting
		To proofread for spelling and punctuation errors	To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
		To make editing choices that enhance authorial style	Increase the legibility, consistency and quality of their handwriting
		To distinguish between the language of speech and writing and choosing the appropriate register	To choose which shape of a letter to use when given choices and deciding whether or not to join specific letters
			To choose the writing implement that is best suited for a task
			To develop a personal style of handwriting that is neat and legible, showing evidence of joined handwriting
			To portray different handwriting for emphasis and impact (e.g. italics, bold)