



Writing Progression at Lodge Farm

Writing is a crucial tool for communication. Our curriculum ensures that all children have a high level of literacy so that they are able to access all areas of the curriculum and learning as they progress through their education and into adulthood. Our curriculum inspires children to have a love of literature and writing to support them to become independent life-long learners.

FINAL GOAL FOR THE END OF KS2: To ensure that all children have experienced a wide range of literature and can write a range of text types which show a consideration for the reader.

		Year group and EOY intended skills- What will the children be able to do?						
Strand	Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text	To build a series of sentences to create a whole text and develop cohesion.	Speaking: To develop their own narratives and explanations by connecting ideas and events.	To sequence sentences to form short sentences.	To plan and write their own stories with a logical sequence of events. To use the correct and consistent text throughout writing.	To explore paragraphs as a way to group material. To begin to use a range of adverbial phrases to open sentences. To choose the appropriate pronoun for clarity and to avoid repetition e.g. I played with my dog and he loved it.	To use paragraphs to organise ideas. To use a range of adverbial phrases to begin sentences (fronted adverbials). To make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.	To use a variety of cohesive devices including paragraphs, pronouns and adverbials. To link ideas across paragraphs by using adverbials of time e.g. later, place e.g. nearby and number e.g. firstly.	To link ideas across paragraphs using a wider range of cohesive devices. To make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.



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Strand	Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence Punctuation	To develop the content of a sentence by adding information	To write simple sentences which can be read by themselves and others.	To know that words combine to make sentences.	<p>To identify a sentence as a statement, question, exclamation or command and use each sentence type.</p> <p>To use expanded noun phrases for description and specification (e.g. The blue butterfly, plain flour, the man in the moon)</p> <p>To add more information to a sentence through using adverbs ending in -ly.</p>	<p>To use expanded noun phrases for description and specification (e.g. The blue butterfly, plain flour, the man in the moon)</p> <p>To use prepositions.</p>	To use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)	<p>To use expanded noun phrases to convey complicated information concisely. <i>e.g. a shy boy with pale, delicate features)</i></p> <p>To use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>To indicate degrees of possibility using adverbs</p>	<p>To use expanded noun phrases to convey complicated information concisely.</p> <p>To select the level of formality needed</p>
Sentence Punctuation	To develop the structure of a sentence: using conjunctions to link ideas within a sentence.	<p>Speaking:</p> <p>To develop their own narratives and explanations by connecting ideas or events.</p>	To use joining words and joining clauses using the conjunction and.	To use subordination (using conjunctions such as when, if, that, because) and co-ordination (using and, but, or)	To use a wider range of conjunctions (including when, if because, although).	To use a wider range of conjunctions (including when, if because, although).	<p>To use a range of conjunctions and adverbials to link, compare and extend ideas, information and events</p> <p>To explore how semi-colons are used.</p>	<p>To use a variety of simple, compound and complex sentences where appropriate according to the demands of the text type,</p> <p>To use a semi-colon or dash instead of a conjunction to mark the boundary between independent clauses.</p>



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Strand	Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence Punctuation	To develop the structure of a sentence: using adverbs to link ideas within and across sentences.	Speaking: To develop their own narratives and explanations by connecting ideas or events	To begin to use time words to aid sequencing e.g. first, next, one day. To spell the words (as part of phonics programme): first, next, then, one day	To use a range of time words to aid sequencing e.g. first, next, then, finally.	To use of a range of adverbs and adverbial phrases to add information within a sentence and begin to front sentences using them e.g. next.	To use fronted adverbials and include a comma afterwards to separate from the rest of the sentence (e.g. Later that day, the ship sank.)	To use adverbials to build cohesion across sentences and paragraphs.	To write paragraphs using a wider range of cohesive devices, for example, the use of adverbials.
Sentence Punctuation	Verb forms	Speaking: To use past, present and future forms accurately when talking about events that have happened or are going to happen in the future	To use present tense. To use past tense. To add the endings -ing, -ed and -er to verbs where no change is needed to the root word To read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.	To use present progressive e.g. She is helping the boy. To use past progressive e.g. She was helping the boy.	To use present perfect tense e.g. She has helped the boy.	To use Standard English forms of verb inflections instead of local spoken forms e.g. We were rather than we was.	To use modal verbs (e.g. She might help the boy) to indicate degrees of possibility To use the perfect form of verbs to mark relationships of time and cause (e.g. He had eaten lunch when you arrived). Where appropriate, maintain tense consistently; where shifts in tense occur, moves between past, present and future with some confidence.	To use the passive voice e.g. The boy was helped (by the girl). To use the perfect form of verbs to mark relationships of time and cause (e.g. He had eaten lunch when you arrived). To use subjunctive forms of verbs to show the level of formality e.g. If I were you. If he were rich.



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Strand	Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence Punctuation	Use of apostrophe	To read and understand some contracted words (e.g. I'm) and singular possession (e.g. Jip's cat) in context	To read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s) To spell some contracted words, as part of the common exception word list.	To use apostrophes to mark where letters are missing in spellings. To use apostrophes to mark singular possession in nouns (for example, the girl's name)	To begin to use apostrophes to mark plural possession To explore the grammatical difference between plural and possessive –s	To use apostrophes to mark plural possession To know the grammatical difference between plural and possessive –s	To use the full range of punctuation accurately to demarcate within sentences including apostrophes and proof read for accuracy.	To use the full range of punctuation accurately to demarcate within sentences including apostrophes and proof read for accuracy
Sentence Punctuation	To use demarcation to mark sentence boundaries.	To show an awareness of punctuation in reading and begin to use full stops in writing. To identify capital letters and full stops.	To begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences. To use capital letters for names and the personal pronoun I To compose sentences orally before writing.	To use capital letters, full stops, question marks and exclamation marks to accurately demarcate sentences.	To begin to understand how to start a new line for dialogue for a new speaker.	To start a new line for dialogue for a new speaker.	To use the full range of punctuation accurately to demarcate sentences including ellipsis for omission or to suggest a shift in time, place, mood or subject and proof read for accuracy.	To use the full range of punctuation accurately to demarcate sentences including ellipsis for omission or to suggest a shift in time, place, mood or subject and proof read for accuracy.



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Strand	Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sentence Punctuation	To use demarcation within sentences	<p>To understand the concept of a word.</p> <p>To read word by word (one to one correspondence).</p>	<p>To separate words with spaces.</p> <p>To use capital letters for proper nouns e.g. days of the week, places and people's names.</p>	<p>To use commas to separate items in a list.</p> <p>To accurately use capital letters for proper nouns e.g. days of the week, places and people's names.</p>	To begin to use inverted commas to punctuate direct speech.	<p>To use inverted commas and other punctuation to indicate direct speech.</p> <p>To use commas after fronted adverbials e.g. Every Friday, they went the park.</p>	<p>To use brackets, dashes or commas to indicate parenthesis e.g. My brother, who lives, in Australia, will be visiting.</p> <p>To use commas to clarify meaning or avoid ambiguity Eg I like cooking, my family and my pets.</p> <p>To explore how colons are used to introduce a list and semi colons are used between words and phrases in a more complex list.</p>	<p>To use the full range of punctuation accurately to demarcate within sentences.</p> <p>To use commas to mark grammatical boundaries and proof read for accuracy.</p> <p>To use semi-colons, colons and dashes to mark the boundary between independent clauses.</p> <p>To use the colon to introduce a list and use semi-colons within lists. To use hyphens to avoid ambiguity</p>
Word: understanding how grammar influences word formation	Nouns	To form words that are plural nouns by adding 's'	<p>To spell regular plural noun suffixes (e.g. dog>dogs, wish>wishes)</p> <p>To write proper nouns with capitals (e.g. days of week, names)</p> <p>To read words containing -s, and -es, endings.</p>	<p>To form nouns using suffixes such as -ment, -tion, -ness, -er.</p> <p>To form compound nouns e.g. whiteboard, superman.</p>	To form nouns using a range of prefixes (for example super-, anti-, auto-).	To understand the grammatical difference between plural and possessive -s.	To apply knowledge of nouns when differentiating between homophones, choosing suffixes (e.g. -ance/-ence).	To apply knowledge of nouns when differentiating between homophones, choosing suffixes (e.g. -ance/-ence).



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Word: understanding how grammar influences word formation	Verbs, adverbs and adjectives	To form words that are adjectives that are adjectives by adding '-er' (longer, thicker), or verbs by adding '-ing' (quacking, going).	To spell suffixes that can be added to verbs where no change is needed in the spelling (e.g. helping, helped, helper) To know how the prefix un- changes the meaning of verbs and adjectives To read words containing -s, -es, -ing, -ed, -er and -est endings.	To spell adjectives using suffixes such as -ful, -less To use the suffixes -er, -est in adjectives. To use -ly in Standard English to turn adjectives into adverbs.	To spell word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble)	To use the rule: for verbs where the stress is on final syllable, root may need last consonant doubling before adding the suffix, e.g. forget: forgetting, forgotten.	To convert nouns and adjectives into verbs using suffixes (for example, -ate; -ise; -ify). To use verb prefixes (for example, dis-, de-, mis-, over- and re-)	To understand how words are related by meaning as synonyms and antonyms.
Word: understanding how grammar influences word formation	Standard English	To write simple sentences which can be read by themselves and others. To spell some common exception words accurately Speaking: To use past, present and future forms accurately when talking about events that have happened or are going to happen in the future.	To read back words they have spelt. To re-read what they have written to check that it makes sense To spell common exception words accurately. To use letter names to distinguish between alternative spellings of the same sound To spell the words: was, were, are, am.	To use some features of written Standard English. To make the correct choice and consistent use of present tense and past tense throughout writing. Children re-read to check that their writing makes sense.	To use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel.	To use Standard English forms for verb inflections instead of local spoken forms (for example, we were instead of we was).	To use correct subject and verb agreement when using singular and plural. To distinguish between the language of speech and writing and choose the appropriate register.	To know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech. To choose and use the correct level of formality. To use subjunctive forms of verbs to show level of formality e.g. If I were you.



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Strand	Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	Handwriting	<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>	To form letters correctly and confidently.	To form letters securely with the correct orientation.	To use joined handwriting throughout their independent writing.	To use joined handwriting throughout their independent writing.	To increase the speed of their handwriting so that problems with forming letters do not get in the way of their writing down what they want to say.	To increase the speed of their handwriting so that problems with forming letters do not get in the way of their writing down what they want to say.
Technical terminology	Terminology for pupils	Examples: author, illustrator, top line, bottom line, first letter, last letter, trigraph, label	letter, capital letter word, singular, plural sentence , punctuation, full stop, question mark, exclamation mark	Noun, noun phrase, statement, question, exclamation, question, command, compound, suffix, adverb, verb, tense (past and present), apostrophe, comma	Preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	Determiner, pronoun, possessive pronoun, adverbial	Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points