

## Goose Green Writing Progression

EYFS				
Focus	Composition	Vocabulary, grammar & punctuation	Spelling & Phonics	Handwriting
Nursery	Makes up stories, play scenarios, and drawings in response to experiences, such as outings. Sometimes gives meaning to their drawings and paintings. Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves. Includes mark making and early writing in their play.	Beginning to use more complex sentences to link thoughts (e.g. using and, because). Able to use language in recalling past experiences Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to explain what is happening and anticipate what might happen next. Questions why things happen and gives explanations. Asks e.g. who, what, when, how. Beginning to use a range of tenses (e.g. play, playing, will play, played). Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture. Uses intonation, rhythm and phrasing to make the meaning clear to others. Talks more extensively about things that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle	Experiments with voice sounds. Identifies and distinguishes between environmental or musical sounds. Explores rhyme and alliteration. Begins to orally segment and blend sounds. Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words. Begins to develop phonic knowledge by linking sounds to letters.	Creates lines and circles pivoting from the shoulder and elbow • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons Holds a mark making tool in a grip that gives control over the marks made. Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right. Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes. Begins to make letter-type shapes to represent the initial sound of their name and other familiar words.
<b>ELG (Statutory)</b>				
<ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed</li> <li>- Spell words by identifying sounds in the them &amp; representing the sounds with a letter or letters</li> <li>- Write simple phrases &amp; sentences that can be read by others</li> </ul>				
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Reception	<ul style="list-style-type: none"> <li>• Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touch-screen technology</li> <li>• Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital formats</li> <li>• Re-read what they have written to check it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> <li>• Uses language to imagine and recreate roles and experiences in play situations</li> <li>• Links statements and sticks to a main theme or intention</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>• Introduces a storyline or narrative into their play</li> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter &amp; full stop</li> </ul>	<ul style="list-style-type: none"> <li>• Develops phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as in their own name</li> <li>• Spell words by identifying the sounds &amp; then writing the sound with letter/s</li> <li>• Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blend them together</li> </ul>	<ul style="list-style-type: none"> <li>• Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>• Begins to use anticlockwise movement and retrace vertical lines</li> <li>• Uses a pencil and holds it effectively</li> <li>• Form lower-case &amp; capital letters correctly</li> </ul>

Strand/discipline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Phonic and whole word spelling</b>	<ul style="list-style-type: none"> <li>Children spell words containing each of the 40+ phonemes taught</li> <li>Pupils spell common exception words</li> <li>Spell the days of the week</li> <li>Name the letters of the alphabet in order</li> <li>Use letter names to distinguish between alternative spellings of the same sound</li> </ul>	<ul style="list-style-type: none"> <li>Pupils segment spoken words into phonemes and represent these by graphemes, spelling many correctly</li> <li>They learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>They learn to spell common exception words</li> <li>Distinguish between homophones and near-homophones</li> </ul>	<ul style="list-style-type: none"> <li>Pupils segment spoken words into phonemes and represent these by graphemes.</li> <li>Children recognise and spell additional homophones (<i>he'll/heel/heal</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Children recognise and spell additional homophones. (accept/except; whose/who's; whether/weather; peace/piece; medal/meddle).</li> </ul>	<ul style="list-style-type: none"> <li>Pupils spell some words with 'silent' letter (e.g. <i>knight, thumb, lamb</i>).</li> <li>They begin to distinguish between homophones and other words which are often confused (guessed/guest; serial/cereal; bridal/bridle; altar/alter; desert/dessert; draft/draught; stationary/stationery; principal/principle).</li> </ul>	<ul style="list-style-type: none"> <li>Pupils spell most words with silent letters (dumb, knowledge)</li> <li>Children confidently distinguish between homophones and other words which are often confused (guessed/guest; serial/cereal; bridal/bridle; altar/alter; desert/dessert; draft/draught; stationary/stationery; principal/principle).</li> </ul>

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<b>Word building and spelling</b>	<ul style="list-style-type: none"> <li>Pupils use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>Children use the prefix un-</li> <li>They use -ing, -ed, -er and -est where no change is needed in the spelling of root words</li> <li>Apply simple spelling rules and guidance from Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>Pupils learn the possessive apostrophe (singular)</li> <li>Children learn to spell more words with contracted forms</li> <li>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</li> <li>Apply spelling rules and guidelines from Appendix 1</li> </ul>	<ul style="list-style-type: none"> <li>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>Spell correctly word families based on common words. (<i>solve, solution, solver</i>)</li> <li>Identify the root word in longer words.</li> <li>Pupils make some accurate use of suffixes and prefixes from the year 3 /4 spelling appendix (-ly, -er, -ing, -sion, -tion, -cian, -sian, -ssion, -sure, -ture, super-, anti-, auto-).</li> <li>Children make comparisons from a word already known to apply to an unfamiliar word.</li> <li>Spell some identified commonly misspelt words from the Year 3 and 4- word list.</li> <li>They begin to use dictionaries (the first 2 or 3 letters of a word).</li> </ul>	<ul style="list-style-type: none"> <li>Spelling is mostly accurate, with only a few errors in more ambitious vocabulary choices (refer to spelling appendix for Years 3 and 4).</li> <li>Pupils spell using a range of spelling rules and patterns, as listed in Appendix 1 for Years 3 /4.</li> <li>Children mostly accurately spell words from the year 3 /4 word list.</li> <li>They use dictionaries efficiently (the first 2 or 3 letters of a word).</li> </ul>	<ul style="list-style-type: none"> <li>Pupils correctly spell some suffixes from appendix 1, years 5/6 (e.g. -cial, -tial, -ant, -ance/-ancy, -ation, -ent, -ence/-ency, -fer)</li> <li>They use dictionaries efficiently (the first 2 or 3 letters of a word) to check the spelling, meaning or both.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils use and apply a full range of spelling rules and patterns mostly accurately:</li> <li>Accurate spelling of most prefixes and suffixes</li> <li>Accurate spelling of most words with silent letters</li> <li>Accurate spelling of most homophones and other words that are often confused</li> <li>Children ensure they can spell the vast majority of words that appear in the Year 5/6 list.</li> <li>They use a thesaurus to develop word understanding and build a bank of antonyms and synonyms.</li> </ul>

<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• Pupils sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• They begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• Form capital letters</li> <li>• Form digits 0-9</li> <li>• Understand which letters belong to which handwriting 'families' and practice these</li> <li>• Leave spaces between words</li> </ul>	<ul style="list-style-type: none"> <li>• Form lower-case letters of the correct size relative to one another</li> <li>• Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• Use spacing between words that reflects the size of the letters</li> </ul>	<ul style="list-style-type: none"> <li>• Form lower case letters of the correct size relative to one another.</li> <li>• Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• Use spacing between words that reflects the size of the letters.</li> <li>• Use the diagonal and horizontal strokes appropriately that are needed to join letters</li> <li>• Children begin to use joined writing throughout their writing</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils join their handwriting throughout independent writing using diagonal and horizontal strokes with greater fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Children's handwriting is usually legible and fluent when writing at an increased speed, including appropriate choice of letter shape and whether or not to join letters (depending on style)</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils maintain legibility in joined writing when writing at speed</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• Children have begun to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• They use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils know how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils use the following punctuation mostly accurately: <ul style="list-style-type: none"> <li>- Full stops and capital letters (including for proper nouns)</li> <li>- Exclamation marks and question marks</li> <li>- Commas to separate items in lists</li> </ul> </li> <li>• Children sometimes use commas to mark clauses and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils almost always use commas for fronted adverbials</li> <li>• They begin to use relevant punctuation to indicate direct speech (e.g. comma after the reporting clause, end punctuation within inverted commas, capital letters, some accurate use of new line for new speaker)</li> <li>• They are beginning to use possessive apostrophes for plural nouns (e.g. girls', boys', babies')</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils use the apostrophe for contraction correctly</li> <li>• Use brackets, dashes or commas to indicate parenthesis, eg <i>Outside I was smiling (inside I was angrier than a bull about to charge).</i></li> <li>• Use commas to clarify meaning (subordinate clauses)</li> <li>• Begin to use a wider range of punctuation mostly correctly including: <ul style="list-style-type: none"> <li>- Inverted commas to indicate direct speech</li> </ul> </li> <li>• Colons to introduce a list, and semi-colons within a list</li> </ul>	<ul style="list-style-type: none"> <li>• Children use a range of punctuation mostly correctly including: <ul style="list-style-type: none"> <li>- Inverted commas to indicate direct speech</li> <li>- Dashes to mark the boundaries between independent clauses</li> <li>- Colons to introduce a list, and semi-colons within a list</li> </ul> </li> <li>• Hyphens to avoid ambiguity</li> </ul>

Strand/discipline	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Transcription</b>	<ul style="list-style-type: none"> <li>• Introduced in Year 1 after orally rehearsing in EYFS</li> <li>• Children write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>	<ul style="list-style-type: none"> <li>• Children write from memory simple dictated sentences- apply punctuation taught so far with some accurate spelling of words from Y3/4 word list</li> </ul>	<ul style="list-style-type: none"> <li>• Children write from memory sentences, dictated by the teacher, that include words and punctuation included in the Y3/4 word list</li> </ul>	<ul style="list-style-type: none"> <li>• Children write from memory sentences dictated by the teacher that include words and punctuation from the Key Stage 2 National Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Children write from memory sentences, dictated by the teacher, that include words that are mostly spelt correctly and punctuation from the Key Stage 2 National Curriculum</li> </ul>

<p><b>Composition</b></p>	<ul style="list-style-type: none"> <li>Children sequence sentences to form short narratives. (<i>Beginning/middle/end- sentences link and build on from each other eg The cat walked down the road. It was bright orange and fluffy. It wanted to get home.</i>)</li> <li>They use sequence sentences in chronological order to recount an event /experience. (<i>Basic adverbials for when-First, Then, Next, After that</i>)</li> <li>They mostly accurately use present tense when writing e.g. <i>The boy is happy and he likes to play with his new toy.</i></li> <li>Children show growing accuracy when writing in the past tense (<i>eg The boy went to the park and he played with his toy car.</i>)</li> <li>In their writing, they include new vocabulary, drawn from listening to stories</li> </ul>	<ul style="list-style-type: none"> <li>Pupils write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>They write about real events, recording these simply and clearly</li> <li>Pupils use present and past tense mostly correctly and consistently</li> </ul>	<ul style="list-style-type: none"> <li>Pupils create setting, characters and plot in narrative writing including: <ul style="list-style-type: none"> <li>a full sequence of events, dilemma/ conflict and resolution</li> <li>consistent use of 1st or 3rd person</li> <li>some dialogue to show relationship between two characters</li> </ul> </li> <li>In non-narrative writing, children group related ideas into paragraphs</li> <li>They begin to make improvements by proposing changes to grammar and vocabulary to improve consistency (<i>the accurate use of pronouns in sentences/ tenses</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Pupils begin to open paragraphs with topic sentences and organise them around a theme</li> <li>Endings are developed and close the narrative appropriately relating to the beginning or a change in a character</li> <li>They write effectively and coherently for different purposes, selecting suitable forms with appropriate features and showing greater awareness of the reader</li> </ul>	<ul style="list-style-type: none"> <li>Pupils integrate dialogue in narratives to convey character</li> <li>Consider atmosphere when creating settings by using expressive and figurative language</li> <li>They begin to manage shifts in time and place effectively and guide the reader through their text</li> <li>Use paragraphs to develop and expand ideas, descriptions, themes or events</li> <li>Use a range of organisational and presentational devices appropriately: bullet points; columns, headline and by-line in a newspaper report; and letter lay out</li> <li>Write effectively for a range of purposes and audiences, sometimes drawing independently on models in my own reading (e.g. literary language, characterisation, structure)</li> </ul>	<ul style="list-style-type: none"> <li>Pupils write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader</li> <li>Integrate dialogue in narratives to convey character and advance the action</li> <li>Create convincing characters and gradually reveal more as the story unfolds, through the way they talk, act and interact with each other</li> <li>Consider atmosphere when creating settings by using expressive and figurative language</li> <li>Use paragraphs with control to develop and expand ideas, descriptions, themes or events</li> <li>Use a range of organisational and presentational devices appropriately: bullet points; columns, headline and by-line in a newspaper report; and letter lay out</li> </ul>
<p><b>Planning, drafting and editing writing</b></p>	<ul style="list-style-type: none"> <li>Pupils say out loud what they are going to write about</li> <li>Compose a sentence orally before writing it</li> <li>Sequence sentences to form short narratives</li> <li>Re-read what they have written to check that it makes sense</li> <li>Pupils discuss what they have written with the teacher or other pupils</li> </ul>	<ul style="list-style-type: none"> <li>Children plan or say out loud what they intend to write about</li> <li>They write down ideas and/or key words, including new vocabulary</li> <li>They encapsulate what they want to say, sentence by sentence</li> <li>Pupils evaluate their writing with the teacher and other pupils</li> <li>Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>Proofread to check for errors in spelling, grammar and punctuation</li> <li>Make changes, sometimes independently and sometimes in discussion with an adult, to improve the effect and impact of their writing</li> </ul>	<ul style="list-style-type: none"> <li>Pupils discuss writing similar to that which they are planning in order to understand the structure, vocabulary and grammar</li> <li>Pupils begin to proof read for spelling and punctuation errors</li> <li>They begin to independently evaluate and edit the effectiveness of word choice and grammar in their writing</li> </ul>	<ul style="list-style-type: none"> <li>Pupils plan, draft and orally rehearse writing, including selecting vocabulary and phrases to engage and interest the reader</li> <li>Pupil proof-read for spelling and punctuation errors</li> <li>Evaluate and edit writing according to purpose considering the effectiveness of word choice, grammar and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Children plan and draft by identifying the audience and purpose of their writing</li> <li>Children begin to evaluate and edit writing according to purpose considering the effectiveness of word choice</li> </ul>	<ul style="list-style-type: none"> <li>Children plan and draft by identifying the audience and purpose of their writing</li> <li>Second drafts demonstrate reflective thinking, which is evidenced by thoughtful changes to create an impact on the reader</li> <li>Pupils evaluate and edit writing according to purpose considering the effectiveness of word choice most of the time</li> </ul>

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Grammar	<ul style="list-style-type: none"> <li>Refer to EYFS Grammar to revisit and consolidate</li> <li>Children use regular plural noun suffixes (-s, -es)</li> <li>They use verb suffixes where the root word is unchanged (-ing, -ed, -er)</li> <li>They use the 'un' prefix to change the meaning of adjectives/adverbs</li> <li>Combine words to make sentences, including using and</li> <li>sequencing sentences to form short narratives</li> <li>Separate words with spaces</li> <li>Identify and use sentence demarcation (. ! ?)</li> <li>Identify and use capital letters for names and pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>Children use sentences with different forms: statement, question, exclamation, command</li> <li>They use present and past tenses correctly and consistently including the progressive form</li> <li>Children use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>They use some features of written standard English</li> <li>They use suffixes to form new words (-ful, -er, -ness)</li> <li>Children use sentence demarcation</li> <li>They use commas in lists</li> <li>They use apostrophes for omission and singular possession</li> </ul>	<ul style="list-style-type: none"> <li>Children use a variety of sentences with different structures and functions: Statements, questions, exclamations and commands used to create an appropriate effect</li> <li>Word choices are adventurous and carefully selected to add detail and to engage the reader</li> <li>Detail is added to writing by expanding the noun phrases before and after the noun, and fronted adverbials</li> <li>Pupils use prepositions to express time, place and cause (e.g. before dark, during break, in the cave, because of)</li> </ul>	<ul style="list-style-type: none"> <li>Pupils develop their use of sentences with more than one clause by using a wider range of conjunctions (when, if, because, although)</li> <li>Make some use of determiners to give more detail about nouns (e.g. the, a, his, this, my, her, some)</li> <li>Often use adverbs and prepositions to express time, place and cause</li> <li>Use standard English for verb inflections- instead of spoken forms. (We were- instead of we was, or I did instead of I done. He is/his instead of he's)</li> <li>Use different ways, including fronted adverbials, to introduce or connect paragraphs (e.g. Sometime later; Inside the castle; Suddenly)</li> <li>Use a variety of verb forms usually correctly and consistently (past and present tense, progressive and present perfect)</li> </ul>	<ul style="list-style-type: none"> <li>Pupils use a wider range of clause structures, sometimes varying their position within the sentence. (<i>Relative clauses/embedded clauses/subordinate</i>)</li> <li>Use expanded noun phrases, adverbs, determiners</li> <li>Use modal verbs and adverbs to position an argument as well as indicate degrees of possibility, probability and certainty</li> <li>Use Standard English forms for verb inflections instead of local forms (e.g. <i>we were/we was</i>)</li> <li>Sometimes choose words for deliberate effect and use them thoughtfully and with precision</li> </ul>	<ul style="list-style-type: none"> <li>Pupils adapt sentence length to change and enhance meaning including using a wide range of conjunctions and relative pronouns</li> <li>Use modal verbs and adverbs to position an argument as well as indicate degrees of possibility, probability and certainty</li> <li>Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (using contracted forms in dialogue and using modal verbs)</li> <li>Use the passive voice to present information with a different emphasis e.g. (<i>I broke the window in the greenhouse- The window of the greenhouse was broken (by me).</i>)</li> <li>Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> </ul>