

Writing Skills and Knowledge Progression Document

	EYFS 30-50 months	EYFS 40-60 months
Transcription & Writing	<p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. [MH]</p> <p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp. [MH]</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control. [MH]</p> <p>Can copy some letters, e.g. letters from their name. [MH]</p> <p>Sometimes gives meaning to marks as they draw and paint. [W]</p> <p>Ascribes meanings to marks that they see in different places. [W]</p>	<p>Show a preference for a dominant hand. [MH]</p> <p>Begin to use anticlockwise movement and retrace vertical lines. [MH]</p> <p>Begin to form recognisable letters. [MH]</p> <p>Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. [MH]</p> <p>Handle equipment and tools effectively, including pencils for writing. [MH] (ELG)</p> <p>Show good control and co-ordination in large and small movements. [MH] (ELG)</p> <p>Gives meaning to marks they make as they draw, write and paint. [W]</p> <p>Begins to break the flow of speech into words. [W]</p> <p>Continues a rhyming string. [W]</p> <p>Hears and says the initial sound in words. [W]</p> <p>Can segment the sounds in simple words and blend them together. [W]</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet. [W]</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. [W]</p> <p>Writes own name and other things such as labels, captions. [W]</p> <p>Attempts to write short sentences in meaningful contexts. [W]</p>

Transcription: Handwriting	Year 1	Year 2	Year 3&4	Year 5&6
	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place. ['c' shapes start at top and are made anti-clockwise, no letter starts at the bottom.]</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' (i.e., letters that are formed in similar ways) and to practise these.</p>	<p>Form lower-case letters of the correct size relative to one another.</p> <p>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.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>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.</p> <p>Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p><i>Write legibly, fluently and with increasing speed by:</i></p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters;</p> <p>choosing the writing implement that is best suited for a task.</p>
Composition	Year 1	Year 2	Year 3&4	Year 5&6
	<p><i>Write sentences by:</i></p> <p>saying out loud what they are going to write about;</p> <p>composing a sentence orally before writing it;</p> <p>sequencing sentences to form short narratives;</p> <p>re-reading what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p><i>Develop positive attitudes towards and stamina for writing by:</i></p> <p>writing narratives about personal experiences and those of others (real and fictional);</p> <p>writing about real events;</p> <p>writing poetry;</p> <p>writing for different purposes.</p> <p><i>Consider what they are going to write before beginning by:</i></p> <p>planning or saying out loud what they are going to write about;</p> <p>writing down ideas and/or key words, including new vocabulary;</p> <p>encapsulating what they want to say, sentence by sentence.</p> <p><i>Make simple additions, revisions and corrections to their own writing by:</i></p>	<p><i>Plan their writing by:</i></p> <p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar;</p> <p>discussing and recording ideas.</p> <p><i>Draft and write it by:</i></p> <p>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures;</p> <p>organising paragraphs around a theme;</p> <p>in narratives, creating settings, characters and plot;</p> <p>in non-narrative material, using simple organisational devices [for example, headings and sub-headings].</p>	<p><i>Plan their writing by:</i></p> <p>identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own compositions;</p> <p>noting and developing initial ideas, drawing on reading and research where necessary;</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p><i>Draft and write by:</i></p> <p>selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning;</p> <p>in narratives, describing settings, characters and atmosphere, integrating dialogue to convey character and advance the action;</p> <p>precising longer passages;</p>

		<p>evaluating their writing with the teacher and other pupils;</p> <p>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form;</p> <p>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p><i>Evaluate and edit by:</i></p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements;</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>using a wide range of devices to build cohesion within and across paragraphs;</p> <p>using further organisational and presentational devices to structure text and to guide the reader [for example, headings, statements, underlining].</p> <p><i>Evaluate and edit by:</i></p> <p>assessing the effectiveness of their own and others' writing;</p> <p>proposing changes to Vocabulary, Grammar & Punctuation to enhance effects and clarify meaning;</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing;</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</p> <p>Proof-read for spelling and punctuation errors.</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
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