



Riston Writing Progression Document

	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Terminology	Book Page Story Beginning Middle End Rhyme Poem/Poetry Character Word Finger space Sound (both in reference to a noise and a letter sound) Phonics Phoneme Grapheme Digraph Trigraph Blend/Blending	All of EYFS and; Letter Capital Letter Singular Plural Sentence Punctuation Full stop Question mark Exclamation mark Conjunction	All from previous years and; Noun Noun phrase Statement Question Exclamation Command Compound Suffix Prefix Adjective Adverb Verb Tense (past, present) Apostrophe Comma Consonant Vowel Introduction Build up Problem Resolution Homophone Vocabulary Syllable Simile	All from previous years and; Preposition Word family Clause Subordinate clause Direct speech Inverted commas Paragraph Dialogue Heading Sub-heading Preposition phrase Alliteration Formal/informal	All from previous years and; Determiner Pronoun Possessive pronoun Adverbial phrase Metaphor Imperative 1st/2nd/3rd Person Common/Proper/Collective noun Onomatopoeia Rhetorical question Word class Fact Opinion Coordinating conjunction Subordinating conjunction	All from previous years and; Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity Hyperbole Literal/figurative Modifiers Abstract/Concrete noun Verb form	All from previous years and; Subject Object Active Passive Synonym Antonym Ellipsis Hyphen Colon Semi-colon Bullet points Fluent/Fluency Personification Cohesion Stressed and unstressed syllables Subjunctive mood Superlative Past progressive verb form Progressive verb form
Word Structure	* Spell words by identifying sounds in them and representing the sounds with a letter or letters	All of EYFS and; * Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including	All from previous years and; * Formation of nouns using suffixes such as –ness, –er and by	All from previous years and; * Formation of nouns using a range of prefixes such as super-, anti-, auto	All from previous years and; * The grammatical difference between plural and possessive	All from previous years and; * Converting nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)	All from previous years and; * The difference between vocabulary typical of informal speech and

	*Begin 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 * Start to develop 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	the effects of these suffixes on the meaning of the noun * Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) * How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]	compounding [for example, whiteboard, superman] * Formation of adjectives using suffixes such as –ful, –less * Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs	* Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] * Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]	-s. * Standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)	* Verb prefixes (e.g. dis-, de-, mis-, over- and re-)	vocabulary appropriate for formal speech and writing (e.g. said versus reported, alleged or claimed in formal speech or writing)
Punctuation	* Finger spaces	All of EYFS and; * Capital letters for names and for the personal pronoun I * Capital letters at the beginning of sentences * Full stops * Question marks * Exclamation marks	All from previous years and; * Commas to separate items in a list * Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (for	All from previous years and; * Inverted commas for direct speech	All from previous years and; * Inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: The	All from previous years and; * Inverted commas and other punctuation to indicate direct speech (for example, use of a lower case letter after a question or exclamation, where the speaker is identified after the	All from previous years and; * Inverted commas and other punctuation to indicate direct speech (for example, where the speaker is identified between two sections of dialogue, e.g. “I like that,” smiled Sarah,

			example, the girl's name)		conductor shouted, "Sit down!") * Apostrophes to mark plural possession (for example, the girl's name, the girls' names) * Commas after fronted raining; I'm fed up.) adverbials	dialogue, e.g. "Stop!" screeched Mum.) * Brackets, dashes or commas to indicate parenthesis * Commas to clarify meaning or avoid ambiguity	"because it's exactly what I asked for.") * A semi-colon, colon or dash to mark the boundary between independent clauses (for example, It's raining; I'm fed up.) * A colon to introduce a list and use of semi-colons within lists * Conventions for punctuating bullet points to list information * Hyphens to avoid ambiguity (for example, man eating shark versus man-eating shark) * Ellipsis * A full stop for abbreviation
Handwriting	*Begin to break the flow of speech into words and demonstrate this with finger spacing in their writing *Give meaning to the marks they make as they draw, write or paint	*Use appropriate finger spacing in their writing *Position their writing appropriately on the page (i.e. writing sits on the line) * Always write from left to right and from top to bottom * Sit correctly at a table, holding a	* Use spacing between words that reflects the size of the letters * Form lower-case letters of the correct size relative to one another * Introduce and begin to use the diagonal and horizontal strokes	*Consistently use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	* 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 ascenders	* Choose which shape of a letter to use when given choices and decide whether or not to join specific letters	* Develop an increasingly personal style

		pencil comfortably and correctly * Form lower-case letters in the correct direction, starting and finishing in the right place	needed to join some letters		and descenders of letters do not touch)		
Conjunctions		And	Once upon a time Then As Or Until That But Because If When So Next In the end First After that One day/night Suddenly	Although After Before Unless However Without warning Therefore Whenever While	Meanwhile Finally In conclusion In addition/ Additionally	Except Despite In comparison to Instead of	If necessary According to Consequently Nevertheless Whereas
Sentence Structure	*Attempt to write short sentences in meaningful contexts *Write their own name and other simple things such as labels or captions	* Join words and clauses using the conjunction 'and' * Compose sentences orally and write them down, recognising Sentence boundaries in spoken sentences * Write from memory simple sentences dictated by the teacher	* Use appropriate subordinating and coordinating conjunctions * Use sentences with different forms and recognise how the grammatical patterns in a sentence indicate its function as a statement,	* Begin to extend the range of sentences with more than one clause, by using a wider range of conjunctions *Use a range of sentence structures and forms appropriately (simple, compound and some complex structures, as well as	* Begin to extend the range of sentences with more than one clause, by using a wider range of conjunctions and by experimenting with their placement of these conjunctions within sentences * Use an increasing range of sentence structures for effect	* Use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun * Always use the features of written Standard English * Begin to be more selective with vocabulary, sentence construction and	* Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun * Always use the features of written Standard English except where appropriate in narrative dialogue

		that include words using the GPCs and common taught exception words taught so far, in order to begin to develop stamina for writing * Begin to use some of the distinctive features of Standard English in their writing (e.g. replacing regional grammar structures or dialect words with their Standard English equivalents: yeah might be replaced with yes) * Begin to use imperative sentences in instructions (e.g. Get a spoon and a bowl.)	question, exclamation, command * Use some features of written Standard English in their writing * Draw on and use new vocabulary from their reading, their discussions about it and from their wider experiences (e.g. newly learnt subject-specific terminology from classwork) * Use expanded noun phrases to describe and specify * Incorporate some simple time adverbials into their compositions (e.g. He woke up the next morning) * Use a pattern of three for description	statements, questions, exclamations and commands) * Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far, to help develop stamina for writing * Use the features of written Standard English more consistently * Expand their range of vocabulary, to include words and phrases in their writing which are appropriate to their spelling ability * Use expanded noun phrases more consistently, incorporating modifying adjectives and nouns * Construct similes using 'like' or 'as' (e.g. He's as grumpy as a bear) * Experiment with a	* Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far, to help develop stamina and speed for longer writing * Expand their range of vocabulary, to include words and phrases in their writing which are appropriate to their spelling ability and/or can be checked by using the first two or three letters to look it up in the dictionary * Use expanded noun phrases more consistently and confidently, including modifying adjectives, nouns and preposition phrases * Increase their range of adverbials and ensure they are positioning these throughout the sentence, including	grammar, understanding how choices can change and enhance meaning * Begin to use expanded noun phrases to convey Complicated information * Construct a variety of effective similes and metaphors * Further increase their range of adverbials, including fronted adverbials and recognise and begin to use modal verbs and adverbs to indicate degrees of possibility * Use a pattern of three for description and begin to expand each part into a full phrase to make it effective * Consistently use appropriate nouns or pronouns for clarity and cohesion and to avoid repetition	* Use expanded noun phrases to convey complicated information * Further increase their range of adverbials, including fronted adverbials and use modal verbs and adverbs to indicate degrees of possibility * Use a pattern of three for description and effectively expand each part into a full phrase or use rhetorical devices to make it effective * Consistently and effectively use appropriate nouns or pronouns for clarity and cohesion and to avoid repetition * Be more specific with their word choices to create the desired effect * Confidently use rhetorical questions to good effect
--	--	---	---	---	--	---	---

				greater range of simple adverbials, including some fronted adverbials * Use a pattern of three for description and expand as appropriate * Begin to choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	using fronted adverbials * Show consistency in their decisions as to whether to use nouns or pronouns for clarity and cohesion and to avoid repetition * Begin to use rhetorical questions (e.g. in persuasive writing: How would you like to sleep on the street?)	* Be more specific with their word choices * Confidently use rhetorical questions * Recognise and use first, second and third person * Recognise vocabulary and structures that are appropriate for formal speech and writing * Recognise passive verbs and begin to use them in formal speech and writing * Recognise the perfect form of verbs and begin to use them, with support, to mark relationships of time and cause	* Correctly use first, second and third person * Recognise and begin to independently choose vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms * Use passive verbs to affect the presentation of information in a sentence * Use the perfect form of verbs to mark relationships of time and cause
Text Structure	* Orally retell a story, showing understanding of story structure (beginning, middle and end) * Orally invent (at least part of) a story, attempting to follow the same basic story	* Begin to write about more than one idea * Begin to use simple sentences to record their orally invented stories, supported by simple conjunction prompts * Begin to group related ideas	* Begin to write about more than one idea, using simple sequencing * Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences	* In non-narrative material, use simple organisational devices * In narratives, create basic characters, settings and plot, based on their reading, using some simple description and conjunctions	* In non-narrative material, use simple organisational devices * In narratives, create characters, settings and plot, often based on their reading, using some dialogue and with	* Use further organisational devices and some presentational devices to structure texts and begin to guide the reader * In narratives, describe settings and character, using dialogue to convey	* Use further organisational devices and some presentational devices to structure texts and begin to guide the reader * In narratives, describe settings and character and atmosphere and integrate dialogue to

	structure they have experienced through being read to and their first attempts at reading		and those of others (real and fictional) * Develop positive attitudes towards and stamina for writing by: -writing about real events -writing poetry; -writing for different purposes *Use the present and past tenses correctly and consistently, including the progressive form * Group related ideas	appropriate to Year 3 including beginning to use some dialogue *Write for a range of real purposes and audiences, as part of their work across the curriculum, and make some decisions, based on these, about the form the writing should take *Sometimes use the present perfect form of verbs in contrast to the past tense *Begin to use paragraphs and understand that they should be organised around a theme. *Recognise that writing often has a 'hook' to draw the reader in and attempt to use this	description of each of these demonstrating an appropriate and effective range of vocabulary and conjunctions (based partially on spelling ability) *Write for an increasing range of real purposes and audiences as part of their work across the curriculum, using these to underpin their decisions about the form the writing should take *Confidently use the present perfect form of verbs in contrast to the past tense *Organise paragraphs around a theme *Begin to use a 'hook' to draw the reader in to writing	character and advance the action *Write for a wide range of real purposes and audiences as part of their work across the curriculum, using these to underpin their decisions about the form the writing should take *Use tenses accurately and consistently *Begin to expand their range of organisational devices to build cohesion within and across paragraphs *Confidently use a 'hook' to draw the reader in to writing	convey character and advance the action *Write for an increasingly wide range of real purposes and audiences as part of their work across the curriculum, using these to underpin their decisions about the form the writing should take *Use a range of tenses accurately and consistently *Use a wide range of devices to build cohesion within and across paragraphs *Confidently and effectively use a 'hook' to draw the reader in to writing
Planning	*Say out loud the words and/or short sentences they are intending to write	* Say out loud what they are going to write about in advance * Orally compose	* Consider what they are going to write before beginning, either by oral rehearsal, a simple written plan	* Compose and rehearse sentences orally (including dialogue),	* Compose and rehearse sentences orally (including dialogue), progressively	* Plan their writing by discussing and recording ideas, including using role play to sequence	* Plan their writing by discussing and recording ideas, including using

	*Segment the sounds in simple words and blend them together in order to make phonetically plausible attempts at writing them * Recognise the features of some forms of writing	sentences and or/ whole texts * Recognise the features of different forms of writing,	or a combination of the two * Use drama and role play to develop and order their ideas through playing roles and improvising scenes in various settings * Recognise and consider the features of several different forms of writing *Include new vocabulary and/or key words in their plan, perhaps drawn from their own reading or class reading of model texts	progressively building a varied vocabulary and a range of sentence structures * Plan their writing by discussing and recording ideas, including using role play to develop and sequence ideas * Discuss writing similar to that which they are planning to write in order to understand and learn from its sentence structure, vocabulary and ideas * Plan vocabulary with which to create settings, characters and plot in narrative writing * Plan to use paragraphs, by grouping relevant information * Begin to consider the intended effect of their writing on the reader * With support, identify the viewpoint from which they will be writing	building a rich and more varied vocabulary and an increasing range of sentence structures * Plan their writing by discussing and recording ideas, including using role play to develop and sequence ideas * Discuss writing similar to that which they are planning to write in order to understand and learn from its sentence, paragraph and whole-text structure, vocabulary and ideas * Plan vocabulary with which to create appropriate and interesting settings, characters and plot * Plan to use paragraphs, by grouping relevant information, showing an increasing level of confidence and accuracy in their placement of paragraph breaks	their ideas and deepen their understanding *Consider how writers have developed ideas in similar writing, using this writing as models for their own *In narratives, plan to convey character and advance the action through dialogue and description of settings and characters *Use appropriate organisational devices *Plan their writing by identifying the audience for and purpose of the writing *Clearly identify the viewpoint from which they will be writing and carefully maintain this across the whole text *Note and develop initial ideas, based on model texts and/or classwork * Use some deliberate	role play to sequence their ideas and deepen their understanding * Select appropriate ideas, vocabulary and grammatical forms from model texts to improve the quality of their own writing * In all text forms, use appropriate detail and conventions to convey intended meaning and advance writing * Use appropriate organisational devices * Plan their writing by identifying the audience for and purpose of the writing and effectively adjust their planning in order to meet the requirements of these, including selecting the appropriate form * Clearly identify the viewpoint from which they will be writing, and
--	--	---	--	---	---	--	---

					* Consider the intended effect of their writing on the reader and adjust their planning in order to accomplish this * Clearly identify the viewpoint from which they will be writing	vocabulary and grammar choices to enhance the mood and support the meaning of their writing * Plan to use appropriate levels of formality	carefully and effectively maintain this across the whole text * Use reading and research, where appropriate, to develop initial ideas * Select appropriate grammar and vocabulary, understanding how such choices can change and enhance the meaning and mood of their writing * Consistently plan to use appropriate levels of formality across all writing
Evaluating	*Discuss words and/or short sentences they have written with the teacher *Use appropriate grammatical terminology in discussing writing *Read aloud what they have written	*Discuss own writing with the teacher and understand that they can read back words that they have spelt to check their own understanding and practise discussing their ideas *Use appropriate grammatical terminology in discussing writing	*Evaluate their own writing with the teacher and/or other pupils *Use appropriate grammatical terminology in discussing writing *Read aloud what they have written to the teacher or a small group, with appropriate intonation to make the meaning clear	*Assess and discuss the effectiveness of their own writing and suggest improvements and begin to monitor their own writing for sense in the same way that they monitor their reading *Use appropriate grammatical terminology in discussing writing	*Assess and discuss the effectiveness of their own and others' writing and suggest improvements to plot, vocabulary and/or grammar and monitor their own writing for sense and effectiveness in the same way that they monitor their reading *Use appropriate grammatical	*Assess and discuss the effectiveness of their own and others' writing, discussing the shades of meaning created by their vocabulary and grammar choices *Use appropriate grammatical terminology in discussing writing *Perform their own compositions, using	*Assess the effectiveness of their own and others' writing, using appropriate grammatical terminology to specifically state what could be improved upon, where appropriate, and discussing the shades of meaning created by their vocabulary and grammar choices

		*Read own writing aloud, clearly enough to be heard by peers and the teacher		*Read aloud their own writing, to a group or the whole class, using appropriate intonation so that the meaning is clear	terminology in discussing writing *Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	appropriate intonation, volume and movements so that meaning is clear	*Perform their own compositions, using appropriate intonation, volume and movements so that meaning is clear
Editing	*Re-read what they have written to share it with the teacher *Upon re-reading and discussing, understand that they can 'have another go' at writing a word or composing a sentence	*Re-read what they have written to check that it makes sense *Upon re-reading and discussing, understand that they can 'have another go' at writing a word or composing a sentence, based on their developing understanding of phonics	*Re-read to check that their writing makes sense and proof-read to check for errors in spelling, grammar and punctuation *Upon re-reading, check that verbs are used in the correct tense, and make other simple additions, revisions and corrections to writing	*Proof-read their writing for spelling and punctuation errors, appropriate to the level expected for their age group *Implement changes to grammar and vocabulary to improve consistency	*Proof-read their own and others' writing for spelling and punctuation errors, appropriate to the level expected for their age group *Implement changes to grammar and vocabulary to improve consistency and effectiveness, including the accurate use of pronouns in sentences	*Proof-read their own and others' work for spelling and punctuation errors to a high degree of accuracy *Propose and implement changes to vocabulary, grammar and punctuation to clarify meaning and enhance effects *Ensure the correct use of tense throughout a piece of writing	*Proof-read their own and others' work for spelling, grammar and punctuation errors to a high degree of accuracy *Propose and implement changes to vocabulary, grammar and punctuation to clarify meaning and enhance effects, giving reasoned explanations for their decisions *Ensure correct subject and verb agreement when using singular and plural