



Eversholt Progression of Knowledge and Skills in Writing

	EYFS	Year 1	Year 2	Year 3	Year 4
Terminology	book, page, story, beginning, middle, end, rhyme, poem/ poetry, character, word, sentence, finger space, full stop, letter, capital letter, sound (both in reference to a noise and a letter sound), phonics, phoneme, grapheme, diagraph, trigraphs, blend/ blending.	All terms learnt so far plus: singular, plural, punctuation, question mark, exclamation mark, joining word.	All terms learnt so far plus: noun, phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, past, present, speech marks, comma, introduction, build-up, problem, resolution, homophone, syllable, alliteration, simile, conjunction.	All terms learnt so far plus: conjunction (in preference to joining word), word family, prefix, clause, subordinate clause, direct speech, consonant vowel, inverted commas (In preference to speech marks), paragraph, dialogue, headings, subheadings, prepositional phrase.	All terms learnt so far plus: determiner, pronoun, possessive pronoun, adverbial, metaphor, Imperative, first, second, third person, proper collective noun, onomatopoeia, rhetorical question, word class.
Punctuation	Finger spaces, capital letters at the beginning of sentences, full stop.	All punctuation learnt so far plus: capital letters for names and for personal pronoun I, question marks, exclamation marks, consistent separation of words with spaces.	All punctuation learnt so far plus: commas to separate items in the list, apostrophes, Tamaqua letters are missing in spelling and Tamark singular possession in nouns for example the girls name.	All punctuation learnt so far plus: Inverted commas for direct speech	All punctuation learnt so far plus: Inverted commas and other punctuation to indicate direct speech for example a, after the reporting clause and punctuation within "the conductor shouted sit down" is to mark plural possession for example the girls name the girls name commas after fronted adverbial



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Handwriting	<p>Handwriting patterns. Fine motor skills developed through appropriate activities. Holding a pencil with the correct pincer grip. Precursive lettering taught. Form most letters correctly using lead in and out lines in readiness for joining in year 2. Letters sit on the line. Letters have a consistent size. Begin to break the flow of speech into words and demonstrate this with finger spacing in their writing.</p>	<p>Precursive lettering taught. Use appropriate finger spacing in their writing. Position their writing appropriately on the page i.e. writing sits on the line always right from left to right and from top to bottom. Sit correctly at a table holding a pencil comfortably and correctly. Form lowercase letters in the correct direction starting and finishing in the right place. Form capital letters. Form digits 0-9 correctly. Understand which letters belong to which handwriting families i.e. letters that are formed in similar ways and practice these.</p>	<p>Joined Cursive taught. Use spacing between words that reflect the size of letters. Form lowercase letters on the correct size relative to one another. Form capital letters and digits of the correct size in relation to one another and to lower case letters. Use some of the diagonal and horizontal strokes needed to join letters. Form letters securely with the correct orientation.</p>	<p>Joined cursive taught. Consistently use the diagonal and horizontal strokes needed to join letters. Understand which letters when adjacent to one another are best left and joined. Use joined handwriting throughout the majority of their independent writing.</p>	<p>Joined cursive taught. Increase the legibility, consistency and quality of their handwriting. Ensure that the down stroke of letters are parallel and equal distance. Writing is spaced out sufficiently so that the ascenders and descenders of the letters do not touch. Use joined handwriting where appropriate throughout their independent writing in all subjects not just English.</p>
Conjunctions	<p>Once upon a time, then, so, and, but, next, in the end.</p>	<p>Now, soon, first, after, that, one day/night, suddenly, On Tuesday etc...</p>	<p>As, or, if, because, until, when, that.</p>	<p>Although, after, before, unless, however, without warning, therefore, whenever, while.</p>	<p>Meanwhile, finally, in conclusion, in addition, additionally.</p>



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Text Construction	Sentence Level					
		<p>Use conjunctions to help their oral structuring of stories. Attempt to write stories short sentences in meaningful contexts.</p> <p>Write their own name and other simple things such as labels or captions.</p>	<p>Join words and clauses using the conjunction 'and' as well as other conjunctions. Appropriate to year one, compose sentences orally and write them down. Recognising sentence boundaries in spoken sentences.</p> <p>Write from memory simple sentences, dictated by the teacher and include words using the GPCs and common exception words taught so far.</p> <p>Begin to develop stamina for writing.</p> <p>Begin to use some of the distinctive features of standard English in their writing, replacing any regional grammar structures or dialect words with that standard English equivalents e.g. yeah might be replaced with yes.</p> <p>Begin to use imperative sentences in instructions.</p>	<p>Use appropriate subordinating and coordinating conjunctions. Use sentences to differentiate forms and recognise how grammatical patterns in a sentence indicate its function as a statement, question, exclamation, or command e.g. It has an exclamation mark so it's an exclamation or it starts with the questioning word 'how' so it's a question.</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>Develop stamina for writing.</p> <p>Use features of written standard English by replacing regional grammar structures or dialect words with the standard English equivalents.</p> <p>Use new vocabulary from their reading and discussions and wider experiences.</p>	<p>Begin to extend the range of sentences with more than one close by using a wider range of conjunctions</p> <p>Use a range of sentence structures and forms.</p> <p>Use simple compound and some complex structures as well as statements, questions, exclamations and commands.</p> <p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far to help develop stamina for writing.</p> <p>Use the features of written standard English more consistency by replacing regional grammar structures or dialect words with their English standard equivalents.</p> <p>Expand their range of vocabulary to include words and phrases in their writing which are appropriate to the spelling ability e.g. newly learnt subject specific terminology from classwork.</p> <p>Use descriptive language to expanded noun phrases.</p> <p>More consistent</p>	<p>Begin to extend the range of sentences with more than one close by using a wider range of conjunctions and by experimenting with their placement of these conjunctions within sentences.</p> <p>Use an increasing range of sentence structures for effect e.g. a series of short sentences to increase pace and longer sentences including simple compound and complex structures for description.</p> <p>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.</p> <p>Use the features of written standard English more consistently by replacing regional grammar structures or dialect words with their standard English equivalents.</p> <p>Expand the range of vocabulary to include words and phrases in their writing which are appropriate to the spelling ability and/or can be checked by using the first two or three letters to look it up in the dictionary.</p>



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				<p>Use newly learnt subject specific terminology from classwork.</p> <p>Expanded noun phrases to describe and specify for example the blue butterfly.</p> <p>Construct similes using like e.g. he is very grumpy like a bear.</p> <p>Incorporate some simple time adverbials into their compositions e.g. he woke up the next morning or she went as soon as she could.</p> <p>Use a pattern of three or four description e.g. he was old, bold and smiley.</p>	<p>incorporating adjectives and nouns e.g. the beautiful blue butterfly with the flattery wings.</p> <p>Construct similes using like e.g. she ran like the wind.</p> <p>Experiment with a greater range of simple adverbials including some fronted adverbials e.g. suddenly she stopped.</p> <p>Use a pattern of three for description to expand a sentence.</p> <p>Begin to choose nouns or pronouns appropriately for clarification and cohesion and to avoid repetition.</p>	<p>Use expanded noun phrases more consistently and confidently including modifying adjectives nouns and prepositional phrases e.g. the bright blue beautiful butterfly with a fluttering wings on his back.</p> <p>Construct a variety of similes using like.</p> <p>Increase the range of adverbials and ensure they are positioning these throughout the sentence including using fronted adverbials e.g. panting heavily, she stopped.</p> <p>Use a pattern of three for description and expand sentences effectively.</p> <p>Show consistency in their decisions as whether to use nouns or pronouns with clarity and cohesion and to avoid repetition.</p> <p>Begin to be more specific with the word choices e.g. the man got into the car might become Simon jumped quickly into his red BMW.</p> <p>Begin to use rhetorical questions in persuasive writing.</p>
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Text Level	<p>Orally retell the story showing understanding of story structure; beginning, middle and end.</p> <p>Orally invent at least part of the story, attempting to follow the same basic story structure they have experienced through being read to and their first attempt at reading.</p> <p>Write for a variety of purposes.</p>	<p>Begin to write about more than one idea.</p> <p>Begin to use simple sentences to record that already invented story is supported by simple conjunction prompts begin to group related ideas</p>	<p>Begin to write about more than one idea using simple sequencing.</p> <p>Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others real experiences.</p> <p>Develop positive attitudes towards and stamina for writing by writing about real events e.g. describing their PE lesson or a field trip</p> <p>Writing poetry writing for different purposes e.g. to inform to instruct use the present and past tenses correctly and consistently including the progressive form group relative related ideas</p>	<p>In non-narrative material use simple organisational devices for example paragraph and headings.</p> <p>Create basic character and settings in narratives</p> <p>Create some plans based on the reading, using some simple description and conjunctions appropriate for their year group, including beginning to use some dialogue.</p> <p>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 of writing they should take e.g. an explanation or a description.</p> <p>Sometimes use the present, perfect form of verbs in contrast to the past tense.</p> <p>Begin to use paragraphs and understand that they should be organised around a theme.</p> <p>Recognise that writing often has a hook to draw the reader in i.e. using dialogue action or description and attempt to use this.</p>	<p>In non-narrative material use simple organisational devices for example; headings, subheadings or basic paragraph summaries.</p> <p>In narratives create characters settings and plots often based on the reading, using some dialogue and with a description of each of these demonstrating an appropriate and effective range of vocabulary and conjunctions based particularly on spelling ability.</p> <p>Write for an increasing range of real purposes and audiences as part of their work across the curriculum, using these to underpin the decisions about the form of writing they should take e.g. a narrative, an explanation, a report or description.</p> <p>Confidently use the present perfect form of verbs in contrast to the proper past tense.</p> <p>Organise paragraphs around a theme.</p> <p>Begin to use a hook to draw the reader into writing i.e. using dialogue action of vivid description.</p>
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Planning	<p>Say out loud the words and or short sentences they are intending to write.</p> <p>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 e.g. stories and poems.</p>	<p>Say out loud what they are going to write about in advance.</p> <p>Orally compose sentences and or whole texts.</p> <p>Recognise the features of different forms of writing e.g. instructions, information books, stories and poems.</p>	<p>Consider what they are going to write before planning either by or a rehearsal, a simple written plan or a combination of the two.</p> <p>Use drama and role-play to develop and order their ideas through playing roles and improvising scenes in various settings.</p> <p>Recognise and consider the features of several different forms of writing including instructions, information books, stories and poems.</p> <p>Use writing journals as a planning tool and memory aid include new vocabulary and all key words in their plan perhaps drawn from their own reading or class reading of model texts.</p>	<p>Compose and rehearse sentences orally including dialogue.</p> <p>Progressively build a varied vocabulary and a range of sentence structures.</p> <p>Plan writing by discussion and recording ideas including using role-play to develop and sequence ideas.</p> <p>Discuss writing similar to which they are planning to write in order to understand and learn from the sentence structure, vocabulary and ideas.</p> <p>Use writing journals as a planning tool and memory aid.</p> <p>Plan to use paragraphs by grouping relevant information.</p> <p>Begin to consider the intended effect on their writing on the reader.</p> <p>Identify the viewpoint from which they will be writing</p>	<p>Compose and rehearse sentences orally including dialogue.</p> <p>Progressively build a rich and more varied vocabulary and an increasing range of sentence structures.</p> <p>Plan their writing by discussing and recording ideas including using role-play to develop and sequence ideas.</p> <p>Discuss writing similar to which they are planning to write in order to understand and learn from it.</p> <p>Sequence paragraph and whole text structure, vocabulary and ideas.</p> <p>Use writing journals for the planning tool and memory aid.</p> <p>Plan vocabulary with which to create appropriate and interesting settings, characters and plots.</p> <p>Plan to use paragraphs by grouping relevant information showing an increasing level of confidence and accuracy in their placement and paragraph breaks.</p> <p>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.</p>
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Evaluating	<p>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.</p>	<p>Discuss writing with the teacher and understand that they can read back words that they have spelt to check their own understanding and practice discussing their ideas. Use appropriate grammatical terminology in discussing writing, reading and reading aloud clearly enough to be heard by peers and teachers.</p>	<p>Evaluate their own writing with the teacher and 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.</p>	<p>Assess and discuss the effectiveness of their own writing and suggest improvements. Begin to monitor their own writing for the sense in the same way that they monitor their reading. Use appropriate grammatical terminology and discussing writing. Read aloud their writing to a group or the whole class using appropriate intonation say that the meaning is clear.</p>	<p>Assess and discuss the effectiveness of their own and others' writing and suggest improvements to vocabulary and grammar. Monitor their own writing for sense and effectiveness in this in the same way that they monitor their reading. Use appropriate grammatical terminology in discussing writing. Read out their writing to a group or the whole class using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>
Editing	<p>Re-read what they have written to share it with the teacher. Understand that they can have another go at writing a word or compose a sentence.</p>	<p>Re-read what they have written to check that it makes sense. Understand that they can have another go at writing a word or compose a sentence based on a developing understanding of phonics.</p>	<p>Re-read to check their writing makes sense and proof read to check the errors in spelling, grammar and punctuation for example; end of sentences punctuated correctly. Re-read to check the verbs and time indicators are used correctly including verbs in that continuous form. Make simple revisions and corrections to writing.</p>	<p>Proof read the writing for spelling and punctuation errors appropriate to the level expected of their age group. Implement changes to grammar and vocabulary to improve consistency.</p>	<p>Proof read the writing and others' writing for spelling and punctuation errors, appropriate to the level expected of their age group. Implement changes to grammar and vocabulary to improve consistency and effectiveness including, the accurate use of pronouns in sentences.</p>