



Welwyn St. Mary's Primary School Progression Ladder - Writing

Writing progression - strands and skills. For progression in text type, see the HfL document.

Use HfL Writing TAF for assessing writing

Year Group & Content to be introduced

Bold = sourced from NC/ELG

Non-bold & italics = HfL advice

NB: Children should be able to edit and proof read to correct previously taught skills

Strand	Text		Sentence				Punctuation			WORD: Understanding how grammar influences word formation		
	Layout devices including punctuation for layout and organisation	Building a series of sentences to create a whole text and develop cohesion	Developing the content of a sentence: adding information	Developing the structure of a sentence: using conjunctions to link ideas within a sentence	Developing the structure of a sentence: using adverbs to link ideas within and across sentences	Verb forms	Demarcation to mark sentence boundaries	Demarcation within sentences	Use of apostrophe	Verbs, adverbs and adjectives	Standard English	Nouns
Reception	Identify layout features in reading, naming key features (e.g. author, blurb, title)	<p>Speaking: Children develop their own narratives and explanations by connecting ideas or events</p> <p><i>Match short sentences or captions to a series of several pictures</i></p>	<p>Reading: Children read and understand simple sentences.</p> <p>Writing: They write simple sentences which can be read by themselves and others</p>	<p>Speaking: Children develop their own narratives and explanations by connecting ideas or events. "Beginning to use more complex sentences to link thoughts (e.g. using 'and', 'because')." [DM, 30-50mths (C&L: speaking)]</p>	<p>Speaking: Children develop their own narratives and explanations by connecting ideas or events</p>	<p>Speaking: Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future</p> <p><i>Read words with simple suffixes, for example -ed, -ing and -s, both in phonics and text reading. Spell simple words with the suffixes -ing and -s.</i></p>	<p><i>Show awareness of punctuation in reading and begin to use full stops in writing</i></p> <p><i>Identify capital letter, full stop</i></p>	<p><i>Understand the concept of a word</i></p> <p><i>Read word by word (one to one correspondence)</i></p>	<p><i>Read and understand some contracted words (e.g. I'm) and singular possession (e.g. Jip's cat) in context</i></p>	<p><i>Form words that are adjectives by adding '-er' (longer, thicker), or verbs by adding '-ing' (quacking, going)</i></p>	<p>Writing: Children write simple sentences which can be read by themselves and others</p> <p><i>Spell some CEW accurately</i></p> <p>Speaking: Children use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p><i>Form words that are plural nouns by adding '-s'</i></p>

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Year 1	<p>Spaces between words</p> <p>Write lists, labels and captions</p> <p>Use title to predict content of book when reading</p>	<p>Sequencing sentences to form short narratives</p>	<p>How words combine to make sentences</p> <p>Read age-appropriate books fluently, e.g. using punctuation to convey meaning (for example re-order a cut-up sentence based on the book)</p> <p>Understand and orally use a variety of grammatical structures</p>	<p>Joining words and joining clauses using and</p> <p>Use 'because' orally to develop reasoning and justify, e.g. in reading and science; spell as a Common Exception Word</p> <p>Use orally, read in and spell the words (as part of phonics programme): when, if, that, but, or</p>	<p><i>Begin to use a few time words to aid sequencing</i></p> <p>e.g. first, next, one day (to be formally introduced as adverbs to indicate time in year 3)</p> <p>Spell the words (as part of phonics programme): first, next, then, one day</p>	<p><i>Use present tense</i></p> <p>e.g. She helps the boy.</p> <p><i>Use past tense</i> e.g. She helped the boy.</p> <p>Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (also see 'Verbs' section below)</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings (Y1 stat req) by being helped to build on the root words that they can read already (Y1 non-stat guidance)</p>	<p>Begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Use capital letters for names & the personal pronoun I</p> <p>Compose sentence orally before writing it</p>	<p>Separate words with spaces</p> <p><i>Know to use capital letters for proper nouns</i> e.g. days of the week, places and people's names</p>	<p>Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s)</p> <p><i>Spell some contracted words, as part of Common Exception Word</i></p>	<p>Spell suffixes that can be added to verbs where no change is needed in the spelling (eg helping, helped, helper)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat)</p> <p>Read words containing -s, -es, -ing, -ed, -er and -est endings (including change to root)</p>	<p>Read back words they have spelt</p> <p>Re-read what they have written to check that it makes sense</p> <p>Misspellings of words that pupils have been taught to spell should be corrected</p> <p>Spell CEW accurately</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p> <p>Spell the words: was, were, are, am.</p>	<p>Spell regular plural noun suffixes (eg dog>dogs, wish>wishes)</p> <p>Write proper nouns with capitals (e.g. days of week, names)</p> <p>Read words containing -s, -es, endings (including change to root)</p>

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Year 2	Use headings & sub-headings in reading to orientate round a text	Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. Correct choice and consistent use of tense throughout writing	Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command and use each sentence type Expanded noun phrases for description and specification (e.g. The blue butterfly, plain flour, the man in the moon) Add more information to a sentence through using adverbs ending in -ly, eg She walked quickly.	Subordination (using conjunctions such as when, if, that, because) and co-ordination (using and, but, or)	Use a range of time words to aid sequencing e.g. first, next, then, finally (to be formally introduced as adverbs to indicate time in year 3)	Use present progressive: She is helping the boy. Use past progressive: She was helping the boy.	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Learn how to use both familiar and new punctuation accurately	Use commas to separate items in a list Accurately use capital letters for proper nouns e.g. days of the week, places and people's names	Use apostrophes to mark where letters are missing in spelling Use apostrophes to mark singular possession in nouns (for example, the girl's name)	Spell adjectives using suffixes such as -ful, -less Use the suffixes -er, -est in adjectives Use -ly in Standard English to turn adjectives into adverbs Use knowledge of adjectives when making correct choice of spelling, e.g. adjectives which end in /l/ sound are mostly spelt '-al'	Use some features of written Standard English. Make correct choice and consistent use of present tense and past tense throughout writing Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form	Form nouns using suffixes such as -ment, -tion, -ness, -er (e.g. enjoyment, fitness, baker) Formation of nouns by compounding (for example, whiteboard, superman)

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Year 3	Headings & sub-headings to aid presentation	<p>Introduction to paragraphs as a way to group related material</p> <p>Beginning to use a range of adverbs and adverbial phrases to begin sentences (fronted adverbials)</p> <p>Beginning to choose appropriate pronoun for clarity, cohesion and to avoid repetition e.g. <i>I played with my dog and he loved it.</i></p>	<p>Expanded noun phrases for description and specification (e.g. The blue butterfly, plain flour, the man in the moon)</p> <p>Use of prepositions in phrases (such as: before, after, during, in, because of, across, between, over. E.g. He ate before lunchtime.)</p>	<p>Extending range of sentences with more than one clause by using a wider range of conjunctions (including when, if because, although) e.g. <i>He ate his lunch before he left home.</i></p>	<p>Use of a range of adverbs and adverbial phrases to add information within a sentence & begin to front sentences using them (eg then, next, soon, this morning, in the afternoon, long ago)</p>	<p>Use present perfect tense: <i>She has helped the boy.</i></p>	<p><i>Begin to understand how to start a new line for dialogue for a new speaker</i></p>	<p>Begin to use inverted commas to punctuate direct speech</p>	<p>Begin to use apostrophes to mark plural possession (for example, the girl's name, the girls' names)</p> <p>The grammatical difference between plural and possessive -s</p>	<p>Spell word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble)</p>	<p>Use 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)</p>	<p>Form nouns using a range of prefixes (for example super-, anti-, auto-)</p>

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Year 4	Headings & sub-headings to aid presentation	<p>Use of paragraphs to organise ideas around a theme</p> <p>Use a range of adverbs and adverbial phrases to begin sentences (fronted adverbials)</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition <i>e.g. Elephants are herbivores. They live in herds.</i></p>	<p>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>	<p>Extending range of sentences with more than one clause by using a wider range of conjunctions (including when, if because, although) <i>e.g. Before he left home, he ate his lunch.</i></p>	<p>Use a range of adverbs and adverbial phrases to begin sentences (fronted adverbials) and includes a comma afterwards to separate from the rest of the sentence <i>(eg Later that day, the ship sank.)</i></p>	<p>Use Standard English forms of verb inflections instead of local spoken forms e.g. We were not we was/ I did not I done</p>	<p><i>Start a new line for dialogue for a new speaker</i></p>	<p>Use inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!")</p> <p>Use of commas after fronted adverbials <i>Eg Every Friday, they went the park.</i></p>	<p>Use apostrophes to mark plural possession (or example, the girl's name, the girls' names)</p> <p>The grammatical difference between plural and possessive -s</p>	<p>For verbs where stress is on final syllable, root may need last consonant doubling before adding the suffix, e.g. forget: forgetting , forgotten; begin: beginning, beginner; prefer: preferred.</p>	<p>Use Standard English forms for verb inflections instead of local spoken forms (for example, we were instead of we was, or I did instead of I done)</p>	<p>Understand and grammatical difference between plural and possessive -s</p>

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Year 5	Introduction to bullet points to list information	<p>Use a variety of cohesive devices to build cohesion within sentences and paragraphs, including pronouns and adverbials</p> <p>Linking ideas across paragraphs using adverbials of time (e.g. Later, At that moment) adverbials of place (e.g. Nearby, High above me,) and number (eg Firstly, Secondly,)</p> <p>Use tenses to link ideas e.g. He had seen her before.</p>	<p>Using expanded noun phrases to convey complicated information concisely. e.g. a shy boy with pale, delicate features; a soft material that can be moulded</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs (eg. Possibly, perhaps, surely).</p>	<p><i>Uses a range of conjunctions and adverbials to link, compare and contrast and extend ideas, information and events</i> e.g. Before he left home, he ate his lunch. Exposure to the semi-colon in reading.</p>	<p>Use adverbials to build cohesion across sentences and paragraphs (e.g. Firstly, However, In addition to this)</p>	<p>Use modal verbs (e.g. She might help the boy/ she should help the boy/ she must help the boy) to indicate degrees of possibility</p> <p>Use the perfect form of verbs to mark relationships of time and cause (e.g. He had eaten lunch when you arrived).</p> <p><i>Where appropriate, maintains tense consistently; where shifts in tense occur, moves between past, present and future with some confidence (limited slips may occur)</i></p>	<p><i>Uses 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 reads for accuracy</i></p>	<p>Use brackets, dashes or commas to indicate parenthesis (commas marking boundaries between independent clauses) E.g. My brother, who lives in Australia, will be visiting. Despite the rain, they went outside.</p> <p>Use commas to clarify meaning or avoid ambiguity Eg I like cooking, my family and my pets. Exposure to semi-colons and hyphens in reading.</p> <p><i>Introduction to colons to introduce a list and semi colons between words and phrases in a more complex list.</i></p>	<p><i>Uses full range of punctuation accurately to demarcate within sentences including apostrophes and proof reads for accuracy</i></p>	<p>Convert nouns and adjectives into verbs using suffixes (for example, -ate; -ise; -ify)</p> <p>Use verb prefixes (for example, dis-, de-, mis-, over- and re-)</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>Apply knowledge of nouns when differentiating between homophones, choosing suffixes (e.g. -ance/-ence) etc</p>

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Year 6	<p>Consistent punctuation of bullet points to list information</p> <p>Headings, sub-headings, columns, bullets or tables.</p>	<p>Link ideas across paragraphs using a wider range of cohesive devices:</p> <p>Pronouns (see year 4) Adverbials (see year 5) Repetition of a word or phrase.</p> <p>Ellipsis (e.g. She did it because she wanted to do it.)</p>	<p>Using expanded noun phrases to convey complicated information concisely.</p> <p>Select level of formality needed</p> <p>Varies length and focus of sentences to express subtleties in meaning and focus on key ideas</p>	<p>Uses a variety of simple, compound and complex sentences where appropriate according to the demands of the text type, including embedded subordinate clauses for economy of expression</p> <p>Use of the semi-colon or dash instead of a conjunction to mark the boundary between independent clauses</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices, for example, the use of adverbials (a range of adverbials of time/frequency and subordinating conjunctions to link, compare or contrast e.g. On the other hand, In contrast, or As a consequence)</p>	<p>Use the passive voice to affect the presentation of information of a sentence e.g. The boy was helped (by the girl).</p> <p>Using the perfect form of verbs to mark relationships of time and cause (e.g. He had eaten lunch when you arrived).</p> <p>Use subjunctive forms of verbs to show level of formality e.g. If I were you. If he were rich. The judge demands that he attend court. It is vital that they be prepared to speak.</p> <p>Where appropriate, maintains tense and person consistently; where shifts in tense occur, moves between them with some confidence</p>	<p>Uses 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 reads for accuracy</p>	<p>Use the semi-colon, colon and dash to mark the boundary between independent clauses (for example, It's raining; I'm fed up)</p> <p>Use the colon to introduce a list and use of semi-colons within lists.</p> <p>Use the colon to introduce a list and use of semi-colons within lists</p> <p>Use hyphens to avoid ambiguity (for example, man eating shark versus man-eating shark, or recover versus re-cover)</p>	<p>Uses full range of punctuation accurately to demarcate within sentences including apostrophes and proof reads for accuracy</p>	<p>Understand how words are related by meaning as synonyms and antonyms (for example, big, large, little).</p>	<p>Know difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</p> <p>Levels of formality: The difference between structures typical of informal speech and structures appropriate for formal speech and writing.</p> <p>Use subjunctive forms of verbs to show level of formality e.g. If I were you. If he were rich. It is vital that they be prepared to speak.</p>	<p>Apply knowledge of nouns when differentiating between homophones, choosing suffixes (e.g. -ance/-ence) etc</p>

	Terminology for pupils	Progression in the process of writing - composition NB these statements are taken straight from the National Curriculum				
		Planning and modelling	Drafting and writing	Evaluating and editing (Remove and improve)	Proofreading	Presenting (Reading aloud)
Reception	<p>Examples:</p> <ul style="list-style-type: none"> • author • illustrator • top line • bottom line • first letter • last letter • trigraph, • label <p>[Also see the 'HfL Guided Reading Booklet for YR-KS1' for full list of</p>	NA	NA	NA	NA	NA
Year 1	<ul style="list-style-type: none"> • letter • capital letter • word • singular • plural • sentence • punctuation • full stop • question mark • exclamation mark 	saying out loud what they are going to write about composing a sentence orally before writing it	sequencing ideas	discussing what they have written with the teacher or other pupils	re-reading what they have written to check that it makes sense	reading their writing aloud, clearly enough to be heard by their peers and the teacher
Year 2	<ul style="list-style-type: none"> • noun • noun phrase • statement • question • exclamation • command • compound • suffix • adverb • verb • tense (past and present) • apostrophe • comma 	planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary	encapsulating what they want to say, sentence by sentence	evaluating their writing with the teacher and other pupils in order to make simple additions, revisions and corrections	rereading to check that their writing makes sense proofreading to check for errors in spelling, grammar and punctuation	reading aloud what they have written with appropriate intonation to make the meaning clear

Year 3	<ul style="list-style-type: none"> • preposition • conjunction • word family • prefix • clause • subordinate clause • direct speech • consonant • consonant letter • vowel • vowel letter • inverted commas (or 'speech marks') 	discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas	composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency	proofreading for spelling and punctuation errors	
Year 4	<ul style="list-style-type: none"> • determiner • Pronoun • possessive pronoun • adverbial 					
Year 5	<ul style="list-style-type: none"> • modal verb • relative pronoun • relative clause • parenthesis • bracket • dash • cohesion • ambiguity 	identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary	selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning	reading their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	performing their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
Year 6	<ul style="list-style-type: none"> • subject • object • active • passive • synonym • antonym • ellipsis • hyphen • colon • semi-colon • bullet points 					

School Approach

Pupils are provided with frequent and varied opportunities to write.

Sequences of English lessons typically begin by using high quality texts (see our text progression document and planning overviews) so that the children can learn from different authors and styles of writing, thinking about their structure and style. Texts are broken down so that pupils understand the mechanics of the writing, grammar, vocabulary, punctuation and sentence structure. This is often followed by shared and modelled writing with the teacher, which helps to nurture the children's fluency and creativity. The children then apply their skills in independent pieces of writing which are finally edited and improved by the individual child as well as receiving some input from their peers and teaching staff.

Children are taught to edit their writing for grammar, punctuation, spelling and style.

Cursive handwriting is taught from the outset.

Daily teaching of phonics in Foundation and Key Stage 1 then gives way to focused lessons on spelling in Key stage 2 in which pupils learn strategies for spelling exception words.

Pupils are also taught how to build using prefixes and suffixes.

For some children phonics is still a priority and intervention work is carried out.

Good quality writing is also expected in other subjects, such as science, history and RE, giving the children opportunities to write for different purposes.

The large majority of children progress through the curriculum content at the same pace. Children are often group (but not always - depending on the learning taking place) by ability for most English lessons. Currently year 5 and 6 set. Differentiation is achieved through additional support, scaffolded tasks etc. but also by encouraging children's individual flair and fluency.

Interventions focus on gaps in learning and may involve additional reading, spelling or writing practice and activities according to a child's needs.