

## Writing progression

	Writing for a range of outcomes	Tense	Noun phrases	vocabulary	cohesion	Sentence types	punctuation	Editing	Characterisation (writing)
EYFS	Orally develop own narratives and explanations by connecting ideas and events	Use past, present and future forms accurately when <b>talking</b> about events that have happened or are to happen in the future	write simple phrases ' <b>the cloud</b> '	label the objects in the world around them. <b>cat dog car mum dad.</b>	Orally develop own narratives and explanations by connecting ideas and events	Write simple phrases and sentences. <b>the big dog the dog is big.</b>	To write simple sentences that can be read by others. beginning to develop spaces in-between words.	Write simple sentences which can be read by themselves and others	Represent their own ideas, thoughts and feelings through role play and stories; demonstrate understanding by answering questions including 'how' and 'why' about stories and events (including characters)
Year 1	Sequence ideas to form short narratives	Uses past or present tense when using verbs. <b>is running/ran</b>	Joining clauses using 'and' ' <b>the shells and the rocks</b> '	Develop and broaden vocabulary orally and some attempts in writing.	Joining words and clauses using 'and'; sequencing sentences to form short narratives	How words can combine to make sentences (simple) <b>'the beach is golden and yellow.</b>	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences	Re-reading what they have written to check that it makes sense	Sequence sentences to form short narratives including sentences about the character.

Year 2	Write: narratives about personal experiences and those of others (real and fictional); real events' poetry.	Correct choice and consistent use of present and past tense throughout writing; use of the progressive form of verbs in the present and past tense to mark actions in progress 'sifting the shells' 'time was running short'	Expanded noun phrases for description and specification 'the white horses'	Use new vocabulary from their reading (e.g. nouns and adjectives)	Use of subordination and co-ordination (to join clauses) 'She looked up and saw that the sea was angry. But she saw no threat so she did not look back.	Subordination (when, if, that, because) and co-ordination (using or and, but) 'There is a breeze that is salty' 'My feet are warm because of the water'	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences; commas to separate items in a list; apostrophes for missing letters and to mark singular possession in nouns	<b>Make simple additions revision and corrections to their own writing by:</b> <ul style="list-style-type: none"> <li>• Evaluating their writing with the teacher and other pupils</li> <li>• Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently</li> <li>• Proof-read to check for errors in spelling, grammar and punctuation</li> </ul>	Expanded noun phrases for description 'small, brown hands' 'a big energetic man...'
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