



Writing- Composition

Reception and Key Stage One Progression of Skills



National Curriculum	EYFS	Year 1	Year 2	Year 3
	The statements below are from Development Matters. Follow this link for more information.	Children acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for writing. They write clearly, accurately, coherently, adapting their language and style in and for a range of contexts, purposes and audiences. For more information on the National Curriculum click here (Year 1- page 19, Year 2- page 26 and Year 3 and 4- page 33).		
Purpose	EYFS	Year 1	Year 2	Year 3
	Write independently for a range of purposes with little adult support.	Write for different purposes using some simple features of narrative and simple non-fiction text types e.g. greeting in a letter, numbers in a list and some simple story language from a model e.g. 'once upon a time', 'suddenly'.	Write clear, simple fiction and non-fiction texts, using some appropriate features of language e.g. story language, layout. Include enough detail and information to interest and inform the reader.	Write for a range of real purposes and audiences, including relevant detail and showing awareness of appropriate genre features e.g. headings and subheadings in a report. Write at least a page in an extended narrative.
Planning	Say out loud what they are going to write about.	Make a pictorial plan with some key words. Use their plan to say what they are going to write about.	Make a plan (with some pictures and key words, phrases or sentences) for what they are going to write about. Use a given model for planning.	After discussion, use features of similar writing (structure, vocabulary, grammar) to make a plan following a model.
Sentence Structure and Cohesion	Speaking: To develop own narratives and explanations by connecting ideas or events.	Sequencing sentences to form a short narrative.	Plan and write own stories with a logical and succinct series of events with full complete sentences.	Create settings and character by including some descriptive detail e.g. of feelings or motives.
	To write sentences which can be read by themselves and others.	Spaces between words.		
	Identifying features in a book, e.g. naming key features (e.g. author, blurb and title).	Writes lists, labels and captions.	Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command and use each sentence type.	Begin to use the appropriate pronoun for clarity and cohesion e.g. I cuddled my brother and he didn't like it.
		Uses title of book to predict content of book when reading.		Introduced to paragraphs to group related information together.
	EYFS	Year 1	Year 2	Year 3
Vocabulary	Use appropriate everyday vocabulary when writing.	Retell/ imitate some familiar stories.	Include some dialogue when retelling familiar stories.	Include dialogue within story writing and use to reveal detail about character.
			Use some well-chosen adjectives to describe characters and setting	Use expanded noun phrases for descriptions and specification (e.g. the cuddly, brown bear).
			Use expanded noun phrases for descriptions and specification (e.g. the brown bear).	Use of prepositions in phrases (e.g. before, after, during in, after).
			Add detail to a sentence by adding adverbs ending in – ly (e.g. He stepped quietly).	Use some similes to describe.

[Type here]

	EYFS	Year 1	Year 2	Year 3
Vocabulary	Conjunctions			
	Speaking: To develop own narratives and explanations by connecting ideas or events.	Join words and clauses with the conjunction 'and' and punctuate many of these sentences correctly.	Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join two clauses.	Extending range of sentences with more than one clause by using a wider range of conjunctions (including when, if because, although).
	Begin to use more complex sentences to link thoughts (e.g. using 'and').	Use 'because' orally to develop reasoning and justify Use when, if, but, that orally.		
	Adverbs			
	To develop own narratives and explanations by connecting ideas or events.	Begin to use a few time words to aid sequencing e.g. first, next, one day (to be formally introduced as adverbs to indicate time).	Use a few time words to aid sequencing e.g. first, next, one day (to be formally introduced as adverbs to indicate time).	Use of a range of adverbs an adverbial phrases to add information within a sentence & begin to front sentences using them (e.g. next, soon, this morning, in the afternoon).
		Spell the words (as part of ELS) first, next, one day.		
	Verb forms			
	Speaking: To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.	Use correct forms of most common irregular verbs e.g. saw, went, made.	Use simple past and present tense mostly correctly and consistently.	Use present perfect verb form: 'He has gone out to play.'
			Start to use present progressive: (e.g. she is helping the boy.)	
Start to use past progressive: (e.g. she was helping the boy.)				
Punctuation and Grammar requirements for each year	Capital letter Full stop Letter Word Sentence	Consonant/vowel Exclamation mark Punctuation Question mark Singular / Plural	Adjective Adverb Apostrophe Comma Command Compound Exclamation Noun, noun phrase Question Statement Suffix Tense (past, present) Verb	Clause / Subordinate clause Conjunction Direct speech Inverted commas/ Speech marks Prefix Preposition Suffix Word family
Punctuation	Show awareness of punctuation in reading and begin to use full stops in writing. Identify capital letters full stop. Use a capital letter for 'I'.	Use capital letters and full stops with improving accuracy.	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.	Begin to understand how to start a new line for dialogue for a new speaker.
		Begin to use question marks and exclamation marks to demarcate sentences.	Learn how to use familiar and new punctuation accurately.	Begin to use inverted commas to punctuate speech.

[Type here]

		Use capital letters for names and the personal pronoun I.	Use commas to separate items in a list.	Begin to use apostrophes to mark plural possession (for example, the girl’s name, and the girls’ names). The grammatical difference between plural and possessive – s.
		Orally compose a sentence prior to writing.	Use apostrophes to mark where letters are missing in spelling.	
		Read words with contractions (for example, I’m, I’ll, we’ll), and understand that the apostrophe represents the omitted letter(s)	Use apostrophes to mark singular possession in nouns (e.g. the girl’s name).	
		Spell some contracted words as part of Common Exception Words.		
	EYFS	Year 1	Year 2	Year 3
Editing	Read writing back to someone.	Re-read every sentence aloud to check it makes sense.	Re-read writing aloud and spot some mistakes in tense or familiar spellings/ sentence punctuation. Use classroom resources such as word-banks to make corrections.	Re-read writing and suggest improvements. Know how dictionaries/thesauruses are organised and that these can be used to make corrections and improvements.