



MWPS English (Writing) Progression Document

During their Reception year, children are taught to:

- ask questions to find out more and check they understand what has been said to them;
- listen to and talk about stories;
- use new vocabulary;
- articulate their ideas and feelings in well-formed sentences;
- participate in small group, class and one-to-one discussions, offering their own ideas.

Within English lessons from Years 1 - 5, with increasing levels of difficulty and skill as they progress, children are taught to:

- ask relevant questions to extend understanding and knowledge;
- use relevant strategies to build vocabulary;
- articulate and justify answers, arguments and opinions;
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings;
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments;
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;
- speak audibly and fluently with an increasing command of Standard English;
- participate in discussions, presentations, performances, role play, improvisations and debates;
- gain, maintain and monitor the interest of the listener(s);
- consider and evaluate different viewpoints, attending to and building on the contributions of others;
- select and use appropriate registers for effective communication.



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During their Reception year, children are taught to:

- start writing on the left, sitting letters on the lines;
- write simple phrases and sentences that can be read by others;
- re-read what they have written to check that it makes sense.

Within English lessons from Years 1 - 5, with increasing levels of difficulty and skill as they progress, children are taught to:

- develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional);
- develop positive attitudes towards and stamina for writing by writing about real events;
- develop positive attitudes towards and stamina for writing by writing poetry;
- develop positive attitudes towards and stamina for writing by writing for different purposes;
- consider what they are going to write before beginning by planning or saying out loud what they are going to write about;
- consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary. Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence;
- make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils;
- make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form;
- make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly);
- read aloud what they have written clearly enough to be heard by their peers and the teacher and with appropriate intonation to make the meaning clear;
- write sentences by sequencing sentences to form short narratives;
- discuss what they have written with the teacher or other pupils;
- read aloud their writing.



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Word structure	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5
	Know single sounds and sound blends and be able to represent them with a letter or letters.	<p>Use regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun.</p> <p>Add suffixes to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper).</p> <p>Know that the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat].</p>	<p>Form nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman].</p> <p>Form adjectives using suffixes such as –ful, –less.</p> <p>Use the suffixes –er, –est in adjectives and –ly in Standard English to turn adjectives into adverbs.</p>	<p>Form nouns using a range of prefixes [for example super–, anti–, auto–].</p> <p>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].</p> <p>Recognise word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble].</p>	Know the grammatical difference between plural and possessive –s 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].	Convert nouns or adjectives into verbs using suffixes [for example, –ate; –ise; –ify] Verb prefixes [for example, dis–, de–, mis–, over– and re–].

Sentence structure	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5
	Begin to recognise simple sentences and conjunctions.	<p>Know words can combine to make sentences.</p> <p>Join words and clauses using ‘and’.</p>	<p>Use subordination (using when, if, that, because) and co-ordination (using or, and, but).</p> <p>Use expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon].</p>	<p>Express time, place and cause using conjunctions [for example, when, before, after, while, so, because].</p> <p>Use adverbs [for example, then, next, soon, therefore].</p>	Know that noun phrases can be 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>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicate degrees of possibility using adverbs [for example, perhaps, surely] or</p>



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			Know how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.	Use prepositions [for example, before, after, during, in, because of].	Use fronted adverbials [for example, Later that day, I heard the bad news.]	modal verbs [for example, might, should, will, must]
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5
Text	Write simple sentences that can be read by others.	Sequence sentences to form short narratives.	<p>Make correct choices and consistently use the present tense and past tense throughout writing.</p> <p>Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting.</p>	<p>Understand paragraphs as a way to group related material.</p> <p>Use headings and sub-headings to aid presentation.</p> <p>Use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play].</p>	<p>Use paragraphs to organise ideas around a theme.</p> <p>Make appropriate choices of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Build cohesion within a paragraph [for example, then, after that, this, firstly]</p> <p>Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5
Punctuation	<p>Separate words with spaces.</p> <p>Form lower case and capital letters correctly and use them to demarcate sentences.</p>	<p>Separate words with spaces.</p> <p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p>	<p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Use commas to separate items in a list.</p>	Use inverted commas to punctuate direct speech.	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>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use commas to clarify meaning or avoid ambiguity.</p>



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		Use capital letters for names and for the personal pronoun 'I'.	Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name].		Use apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials.	
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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5
Terminology	letter capital letter word sentence full stop question exclamation mark	letter capital letter word singular plural, sentence punctuation full stop question exclamation mark	noun noun phrase statement question exclamation command compound suffix adjective adverb verb tense (past, present) apostrophe comma	preposition conjunction word family prefix clause subordinate clause direct speech consonant consonant letter vowel vowel letter inverted commas (or 'speech marks')	determiner pronoun possessive pronoun adverbial	modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity