

Oxley Park Academy Writing Progression

Area of writing	EYFS	Milestone 1 (Years 1 and 2)		Milestone 2 (Years 3 and 4)		Milestone 3 (Years 5 and 6)	
End of Year intent.	By the end of EYFS all children should be able to: write recognisable letters, most of which are correctly formed, spell words by identifying sounds in them and representing the sounds with a letter or letters and write simple phrases and sentences that can be read by others.	By the end of year 1 all children should be able to: orally compose and write sentences using full stops and capital letters. They should be able to form lower case and capital letters correctly so that handwriting is legible. They should be able to segment words, spelling some words correctly.	By the end of Year 2 all children should be able to: write so that other people can understand the meaning of sentences and to spell words containing 40+ learned phonemes. They should include detail in writing to add interest and develop writing stamina.	By the end of year 3, all children should be able to: spell accurately using phonic knowledge, know the key features of a range of genres and use punctuation, adjectives, conjunctions and adverbs accurately.	By the end of year 4, all children should be able to: edit and improve their work, including using dictionaries and thesaurus independently, use a range of sentence structures and begin to develop their own independent style.	By the end of year 5 all children should be able to: use cursive handwriting to write at length, using a variety of description, creating well thought out text types whilst beginning to explore more complex punctuation.	By the end of Year 6 all children should be able to: write at length considering the audience and the purpose of the text. They make informed choices on advanced punctuation and grammatical features and can independently review and edit their work to make improvements.
Child as a writer.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;	Can generate ideas from a stimulus e.g. picture, prop, clip, drama, story ... Reads aloud their own writing to peers and teacher Can discuss their writing with peer or teacher	Can express preferences for writing Can write at will/independently Can generate ideas from a stimulus e.g. picture, prop, clip, drama, story..... Can complete a whole text as well as sections of a text e.g. sustain an entire story, report.... Can write with increasing fluency and stamina	Can generate ideas from a stimulus e.g. picture, prop, drama, story, visitor, visit - 'hook' Can compose and rehearse sentences orally (including dialogue) Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Can generate multiple feasible ideas from a stimulus Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Is able to critically evaluate their own and other people's written work. Chooses an appropriate form for their writing in order to communicate effectively.	Can critically evaluate their own and other peoples' written work against a specific brief. Can choose the most appropriate form for their writing in order to communicate effectively. Can compose and execute whole texts, writing with fluency and stamina.

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			Reads aloud their own writing to peers and teacher with appropriate expression				Can edit & improve their work based on feedback.
Composition	<p>Understand how words make phrases</p> <p>Can talk about their writing</p> <p>Can begin to use appropriate story language</p>	<p>Understands how words combine to make sentences</p> <p>Can say what they are going to write about</p> <p>Can orally compose a sentence</p> <p>Can sequence sentences to form short narrative</p> <p>Can include some detail in writing to add interest, for example an adjective or simple simile</p> <p>Can use some appropriate story language e.g. Once upon a time, happily ever after....</p> <p>Can re-read work to check it makes sense e.g. notices missing words or sentences....</p>	<p>Can say what they are going to write about e.g. orally tell story</p> <p>Records key ideas and vocabulary to organise their ideas e.g. story mapping, writing frame....</p> <p>Records ideas sentence by sentence, rehearsing each sentence orally before scribing</p> <p>Can include detail in writing to add interest, describe and specify e.g. noun phrases, expanded noun phrases and similes</p> <p>Can use adverbs to qualify verbs e.g. he ran slowly.</p> <p>Can use a variety of conjunctions to extend sentences and give further information</p>	Sentences	Sentences	Sentences	Sentences
				<p>Can show some variety in sentence structure e.g. using a mixture of short sentences with long ones.</p> <p>Sentences sometimes begin in a different way e.g. using an adverb (Nervously, she walked into the room) or phrases (Without a doubt, this was the best party ever).</p> <p>Can use a range of conjunctions including when, if, because, although to extend sentences and give further information.</p> <p>Can use precisely chosen adjectives to describe people, objects and settings e.g. glittering diamond.</p>	<p>Can use a mixture of sentence types, sometimes varying their structure</p> <p>Can use adverbials in different positions in a sentence e.g. Finally the sunshine came out; I watched with anticipation</p> <p>Can extend sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although</p> <p>Within sentences, subjects and verbs agree, e.g. 'We were playing' rather than 'We was playing'</p> <p>Can use verb tenses consistently and accurately across a range of text types</p>	<p>Uses a range of sentence types with growing dexterity.</p> <p>Experiments with clause structures to give variety to their writing.</p> <p>Uses a wide range of co-ordinating and subordinating conjunctions to develop and extend their ideas.</p> <p>Can maintain a consistent tense through choosing and using an appropriate verb form.</p> <p>Can routinely add detail and interest to sentences through precise use of techniques such as adverbial phrases, expanded noun phrases etc.</p>	<p>Can describe settings and characters using adjectives (including expanded noun phrases) e.g. a fearsome dragon with sharp claws...</p> <p>Can describe settings and characters using adverbs (changing the place of the adverb to add variety) e.g. Tom called softly... Anxiously he...</p> <p>Can use conjunctions to extend sentences with more than one clause e.g. when, although, if, because.</p> <p>Can use a range of sentence openers.</p> <p>Can integrate dialogue (effectively</p>

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			<p>Can use pronouns to avoid repetition e.g. he, they, our Can write narrative with a clear beginning, middle and end.</p> <p>Can use some appropriate story language e.g. In a land far far away.....</p> <p>Imagination is shown by the inclusion of further details e.g. description of setting and characters, twist to known story, suspense</p> <p>Can show an increasing awareness of the reader e.g. frequent use of vocabulary for effect</p> <p>Can use simple organisational devices when writing for different purposes e.g. letter layout, headings and subheadings, poetry</p> <p>Can sustain the use of the correct tense across a range of text types e.g. story, letter...</p> <p>Can proof read to check for spelling errors</p>	<p>Can use adverbs to qualify verbs e.g. he ran slowly.</p> <p>Is beginning to use adverbial phrases to give information about time or manner i.e. Before break, I ate some crisps... or Extremely carefully, I crossed the road....</p> <p>Can use simple similes e.g. It was as yellow as the sun</p> <p>Can use verb tenses accurately and consistently across a range of text types e.g. recount, letter or story.</p> <p>Can use pronouns to avoid repetition e.g. he, they, our.</p> <p>Context, Audience and Purpose</p> <p>Is able to explain the purpose and context of their writing, as well as who it is for.</p> <p>Can show an increasing awareness of the reader e.g. frequent use of vocabulary for effect.</p>	<p>Can use alliteration, simile and collective nouns to give interest to their writing.</p> <p>Is beginning to use co-ordinating and subordinating conjunctions to develop the flow of writing</p> <p>Verbs are qualified by adverbs and adverbial phrases e.g. She ran slowly.....</p> <p>Can choose nouns or pronouns appropriately for clarity, cohesion and to avoid repetition</p> <p>Context, Audience and Purpose</p> <p>Is beginning to know how to write for different audiences and different purposes</p> <p>Is progressively building a varied and rich vocabulary</p> <p>Can include details to add interest, to persuade or to direct</p>	<p>Cohesion and flow are promoted through the use of pronouns and determiners.</p> <p>Context, Audience and Purpose</p> <p>Can identify the audience, context and purpose for writing.</p> <p>Establishes a clear viewpoint in their writing and maintains this throughout a text.</p> <p>Narrative Plans a clear structure for a narrative, which is evenly paced.</p> <p>Balances a range of description, dialogue and action to explain a narrative.</p> <p>Develops characters and settings using a range of descriptive techniques.</p> <p>Non-narrative</p>	<p>and sometimes combined with an additional clause) e.g. "Watch out!" cried Simon, as...</p> <p>Can use a range of poetic devices appropriately.</p> <p>Can use a range of cohesive devices, eg. conjunctions, adverbials, pronouns, synonyms.</p> <p>Context, Purpose, Audience</p> <p>Can identify the correct audience and compose an appropriate text based on this.</p> <p>Can select and use the appropriate structure and features for a text type.</p> <p>Can use 'word play' to engage the reader.</p> <p>Can select vocabulary and tone that reflects the level of formality required (Standard</p>
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			<p>Can proof read to check for missing punctuation</p> <p>Can read own and peers' writing and make suggestions for improvements</p>	<p>Demonstrates simple viewpoint through third and first person.</p> <p>Narrative</p> <p>Can write narrative with a clear beginning, middle and end. Beginning of narrative provides appropriate and interesting detail about setting or characters.</p> <p>Can use some appropriate story language e.g. One freezing winters day when the snow lay on the ground...</p> <p>Is able to use paragraphs appropriately to organise writing.</p> <p>Can maintain tense consistently throughout a story.</p> <p>Non-narrative</p> <p>Can use simple organisational devices e.g. headings and subheadings</p> <p>Main features of text type are used e.g. non chronological report</p>	<p>Can use paragraphs to organise writing appropriately</p> <p>Narrative</p> <p>Can write a clear story structure with build up and climax</p> <p>Is beginning to develop characterisation through describing how characters look, react, talk or behave</p> <p>Non-narrative</p> <p>Paragraphs have relevant openings</p> <p>Paragraphs are used to group ideas logically</p> <p>Can use organisational devices confidently e.g. headings and subheadings, bullet points, introductory phrases.....</p> <p>Main features of text type are used e.g. non chronological report has an introduction, some points under subheadings and an end statement.</p>	<p>Carefully structures non-narrative texts according to the context, purpose and audience.</p> <p>Can use paragraphs to organise writing appropriately</p> <p>Can choose and maintain the correct tense throughout.</p> <p>Editing</p> <p>Identifies and edits inaccuracies in grammar.</p> <p>Can proof read to check for spelling errors.</p> <p>Can proof read to check for missing punctuation.</p> <p>Can make improvements to a text to ensure that it closely meets the brief/success criteria.</p>	<p>English/colloquial/formal etc).</p> <p>Can choose and sustain the use of the correct tense.</p> <p>Can use paragraphs cohesively.</p> <p>Narrative</p> <p>Can structure a narrative appropriately.</p> <p>Can link paragraphs in the narrative.</p> <p>Can use a variety of paragraph lengths.</p> <p>Can write using a balance between dialogue, action and description.</p> <p>Non-narrative</p> <p>Can develop ideas over a series of sentences.</p> <p>Can sustain ideas across a text.</p> <p>Can structure a non-narrative appropriately including sub-headings, bullet points etc.</p>
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				<p>has an intro, some points under sub headings and an end statement.</p> <p>Paragraphs are organised around a key theme, with relevant information</p> <p>Editing Can propose changes to grammar and vocabulary to improve consistency and quality</p> <p>Can proof read to check for spelling errors</p> <p>Can proof read to check for missing punctuation</p> <p>Can check own writing against genre success criteria e.g. by highlighting the parts of their writing where they have met the success criteria and setting themselves next steps for their next piece of writing</p>	<p>Can choose and sustain the use of the correct tense.</p> <p>Editing Can proof read to check for spelling errors</p> <p>Can proof read to check for missing punctuation</p> <p>Can check own writing against genre success criteria e.g. by highlighting the parts of their writing where they have met the success criteria and setting themselves next steps for their next piece of writing</p>		
Punctuation		Grammar and Punctuation	Grammar and Punctuation	Punctuation	Punctuation	Punctuation	Grammar and punctuation
		Can use full stops to end some sentences	Can use full stops, exclamation marks and question marks to	Can use full stops accurately to demarcate sentences.	Can (nearly always) use full stops, capital letters, exclamation	Always uses capital letters and full stops accurately.	Can use capital letters accurately (to

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		<p>Can use capital letters at the start of some sentences Begins to use capital letters for names (proper nouns) and personal pronoun 'I'</p> <p>Begins to use exclamation marks and question marks (Greater Depth)</p> <p>Joins words or clauses using 'and'</p>	<p>demarkate most sentences Can use capital letters at start of most sentences</p> <p>Uses capital letters for names (proper nouns)</p> <p>Can use commas to separate items in a list</p> <p>Can indicate possession by using the possessive apostrophe for singular nouns e.g. The boy's ball ...</p> <p>Joins words or clauses using co-ordination e.g. or, and , but</p> <p>Joins clauses using subordination e.g. if, when, because</p> <p>Can use sentences with different forms e.g. statement, exclamation, question or command</p> <p>Use the present and past tense consistently, including the progressive form</p>	<p>Can use capital letters accurately, including for proper nouns.</p> <p>Can use exclamation marks accurately for surprise, excitement and shock. Does not over use exclamation marks.</p> <p>Can use commas accurately to separate items in a list e.g. She had a pizza with ham, cheese, tomato and pineapple on it.</p> <p>Can use commas after fronted adverbials e.g. Quickly and quietly, I slipped into the house.</p> <p>Can indicate possession by using the possessive apostrophe for singular nouns. E.g. The girl's scooter...</p> <p>Can punctuate simple direct speech accurately using speech marks</p> <p>Can use an apostrophe for omissions (contractions) e.g. can't, didn't, I'll, hasn't, couldn't.</p>	<p>marks and question marks accurately</p> <p>Can consistently use capital letters for proper nouns</p> <p>Inverted commas are nearly always in the correct place for simple speech - "Share this with me" he said</p> <p>Commas are usually used in a list Is beginning to use commas after fronted adverbials</p> <p>Starting to use commas for separating clauses, although not always accurately</p> <p>Can use the apostrophe for omission correctly</p> <p>Can indicate possession by using the possessive apostrophe with plural nouns e.g. The pupils'....</p>	<p>Always uses question marks and exclamation marks accurately. Is confident in using inverted commas and other punctuation to mark speech.</p> <p>Uses semi-colons appropriately</p> <p>Uses colons appropriately</p> <p>Usually punctuates speech inside inverted commas.</p> <p>Can use commas for lists nearly always correctly.</p> <p>Can use commas after fronted adverbials.</p> <p>Has a growing understanding of how to use commas to separate clauses in sentences.</p> <p>Can use an apostrophe for possession (including plural nouns) accurately.</p>	<p>make and improve sentences).</p> <p>Can use full stops accurately (to make and improve sentences).</p> <p>Can use question marks (to write question sentences which 'hook' the reader in) e.g. Are you happy with your local park?</p> <p>Can use exclamation marks (to write short sharp sentences creating excitement or suspense) How exciting! What a day!</p> <p>Can use commas accurately to separate items in a list e.g. At the supermarket she bought eggs, milk, butter and cheese.</p> <p>Can use commas after fronted adverbials.</p> <p>Can use commas between clauses to clarify meaning.</p>
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				<p>Can use prepositions to add detail in their writing.</p>		<p>Can use an apostrophe for contraction accurately. Understands the use of brackets to add additional information.</p>	<p>Can use colons & semi-colons in a list.</p> <p>Can use colons, semi-colons & dashes to mark the boundary between independent clauses.</p> <p>Can punctuate bullet points correctly.</p> <p>Can use inverted commas for dialogue (correctly punctuated) e.g. "Where are you going?" Sarah called to her mum.</p> <p>Can use apostrophes to show possession (singular and plural) e.g. Dad's car. My parents' home.</p> <p>Can use apostrophes to show omissions e.g. don't, can't, won't.</p> <p>Can use an ellipsis (as a long pause to build up tension or to show hesitation) e.g. "Er... well... all right then."</p>
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							<p>Can use brackets, dashes or commas for parenthesis e.g. The calculator (that wasn't really a calculator) started beeping.</p> <p>Can use dashes (to make the reader pause) e.g. He blamed his missing homework on one thing – his dog.</p> <p>Can use a hyphen (to link words to be read as one) e.g. razor-sharp teeth.</p>
Spelling	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Can segment spoken words into taught phonemes before choosing a grapheme to represent that phoneme, spelling some correctly</p> <p>Can use letter names to distinguish between alternative spellings of the same phoneme</p> <p>Can begin to choose and use alternative graphemes for the</p>	<p>Can segment spoken words into phonemes before choosing grapheme to represent that phoneme, spelling many correctly</p> <p>Can begin to choose and use alternative spelling patterns for the vowel sounds e.g. ay, ai, a-e</p> <p>Can explain the meaning of and apply the different spelling of some homophones and near homophones e.g. there/their/they're, here/hear, quite/quiet, see/sea, bare/bear,</p>	<p>Can explain the meaning of and apply the different spelling of homophones and near homophones e.g. there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight</p> <p>Suffixes from English Appendix 1 are spelt and used accurately e.g. ment, ness, ful, less, ly</p> <p>Prefixes from English Appendix 1 are spelt and used correctly e.g.</p>	<p>Can spell most of the Year 3 & 4 word list in writing</p> <p>Can use the possessive apostrophe correctly in most situations</p> <p>Uses the first two or three letters of a word to check its spelling in a dictionary</p>	<p>Can spell some of the Year 5/6 spelling list.</p> <p>Uses a dictionary efficiently to support accurate spelling.</p>	<p>Can use visual recall of commonly used words to support spelling.</p> <p>Can use phonic knowledge to spell unfamiliar words.</p> <p>Can use tools such as dictionaries and words banks to support spelling.</p> <p>Can correctly use homophones and other words commonly confused.</p>

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		<p>vowel sounds e.g. ay, ai, a-e</p> <p>Can add s or es to nouns to make plurals Can use prefix un correctly</p> <p>Can add ed, ing, er and est to root words where no change is needed</p> <p>Can spell many of the common exception words from English Appendix 1 in their writing</p> <p>Applies knowledge of other spelling patterns from English Appendix 1 in their writing</p> <p>Can correctly write a dictated sentence that includes words taught so far</p>	<p>one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight</p> <p>Can use an apostrophe for omissions (contractions) e.g. can't, didn't, I'll, hasn't, couldn't</p> <p>Can spell many of the common exception words from English Appendix 1 in their writing</p> <p>Understands and can use the rule for dropping the e for root word ending in e to add ing, ed, er, est e.g. make - making</p> <p>Understands and can use the rule for doubling a consonant to add ing, ed, er, est, y e.g. pat - patting</p> <p>Adds ed, ing, ness, less, er and est accurately to root words ending in y with a consonant before it e.g. copy - copied, silly - silliness</p> <p>Suffixes from English Appendix 1 are spelt and used accurately</p>	<p>un, dis, mis, re, super, anti, auto,</p> <p>Common polysyllabic words spelt correctly e.g. desktop, rainbow</p> <p>Can spell most of the common exception words from the Year 3 spelling list.</p>			
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			<p>e.g. ment, ness, ful, less, ly</p> <p>Common polysyllabic words spelt correctly e.g. desktop, rainbow</p> <p>Applies knowledge of other spelling patterns from English Appendix 1 in their writing</p> <p>Can write a dictated sentence from memory that includes words taught so far correctly</p>				
Handwriting – Nelson handwriting	Write recognisable letters, most of which are correctly formed	<p>Can hold a pencil comfortably and correctly</p> <p>Can form capital letters, lower case letters and digits in the correct direction, starting and finishing in the correct place.</p> <p>Can use spacing between words</p> <p>Handwriting is legible</p>	<p>Lower case, capital letters and digits are accurately formed and orientated</p> <p>Can form lower case letters of the correct size relative to one another</p> <p>Can form capital letters of the correct size relative to lower case letters</p> <p>Can use spacing between words that reflects the size of letters</p>	<p>Handwriting is legible</p> <p>There is some attempt to join letters appropriately.</p>	<p>Clear differentiation between ascenders and descenders</p> <p>Is increasing the legibility, consistency and quality of their handwriting</p> <p>Uses the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to each other are best left unjoined</p>	<p>Can use a legible and consistent style of handwriting.</p>	<p>Handwriting is legible.</p> <p>Handwriting is consistent.</p> <p>Handwriting is joined.</p>

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			<p>Clear differentiation between ascenders and descenders</p> <p>Can start to use some diagonal and horizontal strokes to join letters</p> <p>Handwriting is legible</p>				
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