



Weare Academy
C of E First School

Writing

Progression

Preschool / EYFS to Year 4

Purpose

- This document shows how writing knowledge and skills build from the foundations established in EYFS through to the end of Year 4.
- It should be read alongside the Writing Long-Term Plans, Unlocking Letters & Sounds / Unlocking Spelling, Unlocking Handwriting and the Whole-School Oracy Framework.
- The detailed schemes remain the source for lesson-by-lesson spelling, phonics and handwriting content. This progression shows how those elements contribute to increasingly independent, purposeful writing.
- **Statutory alignment:** EYFS expectations reflect the statutory framework effective from 1 September 2026. Years 1–4 explicitly cover the National Curriculum for English, including Appendix 2 vocabulary, grammar and punctuation. Years 3–4 are sequenced across the school curriculum as a two-year statutory programme, with all requirements secured by the end of Year 4.

1. Oral Composition & Rehearsal

Pupils move from adult-supported talk and oral rehearsal to independently explaining, evaluating and refining their choices as writers.

Phase / Year	Progression of knowledge and skills
Preschool	• Use talk, gesture and adult modelling to communicate ideas. • Use short/full sentences with adult support and developing vocabulary. • Sequence simple events orally and rehearse language before writing, mark-making or play.
Reception	• Use increasingly complete sentences to explain ideas, feelings and events. • Retell or create simple stories orally. • Explain simple choices in writing, linking meaning to marks and beginning to reflect on changes made.
Year 1	Say aloud what they are going to write about and compose sentences orally before writing. Sequence ideas through talk before recording them. Discuss what they have written with the teacher or other pupils and read their writing aloud clearly. Begin to explain word and sentence choices: “I chose this word because...” / “I changed it because...”.
Year 2	Say and write down ideas and new vocabulary before composing. Orally rehearse sentences before writing and use talk to clarify and sequence ideas. Discuss writing with adults and peers, make simple improvements, and read writing aloud with appropriate intonation. Explain how detail or revisions improve writing and begin to articulate intended reader response.
Year 3	Discuss writing similar to the intended outcome and record ideas before drafting. Compose and rehearse sentences orally, including dialogue. Explain purpose, technique, vocabulary and paragraph choices. Read writing aloud using appropriate intonation, tone and volume.
Year 4	Use oral rehearsal strategically before and during writing, drawing on models of similar texts. Compose and rehearse increasingly varied sentences, including dialogue. Explain and evaluate the impact of structural, grammatical and stylistic choices. Read writing aloud confidently, controlling tone and volume so meaning is clear.

Linked curriculum: Whole-School Oracy Framework; Writing Long-Term Plans.

2. Composition & Organisation

Pupils progress from giving meaning to marks and sequencing ideas orally to structuring sustained writing into coherent paragraphs and sections.

Phase / Year	Progression of knowledge and skills
Preschool / Nursery	• Use early mark-making to represent meaning alongside talk, drawing and play. • Sequence simple events orally with adult support.
Reception	• Link marks/writing to intended meaning and increasingly compose ideas orally before writing. • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds and representing them with a letter or letters. • Write simple phrases and sentences that can be read by others. • Use simple storytelling and sequence ideas/events with increasing independence.
Year 1	Compose and write simple sequenced sentences. Sequence sentences to form a short narrative. Move from isolated sentences to short grouped factual writing.
Year 2	Write clearly sequenced sentences for different purposes. Group related ideas and organise narratives with a clear sequence. Use simple organisational features, such as headings, where appropriate. Write narratives about personal experiences and those of others, real events, poetry and for different purposes.
Year 3	Plan by discussing similar writing and recording ideas. Organise paragraphs around a theme. In narratives, create settings, characters and plot; in non-fiction, use simple organisational devices such as headings and subheadings. Organise recounts chronologically and longer narratives into clear sections.
Year 4	Organise writing into coherent paragraphs around a theme and sections appropriate to the form. Develop settings, characters and plot in narratives and use organisational devices purposefully in non-fiction. Maintain cohesion across paragraphs and organise information logically for the chosen audience and purpose.

Linked curriculum: Writing Long-Term Plans; Whole-School Oracy Framework (EYFS foundations).

3. Sentence Construction

Sentence construction becomes increasingly controlled and varied, while pupils retain accuracy and clarity.

Phase / Year	Progression of knowledge and skills
Preschool	- Develop spoken sentence length through adult modelling and language extension. - Use words and short/full sentences to communicate meaning.
Reception	- Use increasingly complete oral sentences to explain and tell stories. - Rehearse sentences orally as a foundation for early independent writing.
Year 1	Compose and write simple sentences independently. Join words and clauses using and. Recognise and maintain sentence boundaries across a short sequence. Use the terms sentence, word, letter and punctuation when discussing writing.
Year 2	Use the four sentence forms: statement, question, exclamation and command. Use co-ordination with or, and and but. Use subordination with when, if, that and because. Use expanded noun phrases to describe and specify. Maintain control of sentences across longer pieces.
Year 3	Extend the range of sentences with more than one clause, using conjunctions including when, if, because and although. Use conjunctions, adverbs and prepositions to express time and cause. Compose and punctuate direct speech in taught writing. Use varied sentence structures and fronted adverbials.
Year 4	Use a wider range of sentence structures with increasing control and purpose. Use expanded noun phrases, including modifying adjectives, nouns and preposition phrases, for precision. Use fronted adverbials and appropriate conjunctions to shape emphasis and relationships between ideas. Combine description, dialogue and explanation while maintaining grammatical control.

Linked curriculum: Writing Long-Term Plans; Whole-School Oracy Framework.

4. Purpose & Audience

Pupils move from writing with an immediate purpose to selecting content, organisation, vocabulary and tone for a specific audience and effect.

Phase / Year	Progression of knowledge and skills
Preschool	Make marks and communicate ideas for a meaningful purpose within play and adult-supported contexts.
Reception	- Recognise that writing communicates meaning to someone else. - Talk about why they wrote something and what they want another person to understand or see.
Year 1	Write short narratives and purposeful pieces based on first-hand experience and taught curriculum contexts. Say what they want to communicate before writing and keep sentence construction secure while adapting content to the task. Discuss and read writing aloud to a known audience.
Year 2	Develop positive attitudes and stamina by writing narratives about personal experiences and those of others, real events, poetry and for different purposes. Write for an increasingly clear audience, selecting simple content, vocabulary and sentence forms to match purpose. Use reasons, description and punctuation to support reader understanding.
Year 3	Write for a range of real purposes and audiences. Make deliberate choices according to purpose, including narrative, autobiography, instructions, adverts, recounts, letters and poetry. Organise writing clearly for the reader and begin to control tone and viewpoint.
Year 4	Write for specific audiences and purposes using an increasingly deliberate tone, structure and vocabulary. Use formal tone where appropriate and adapt language for reports, speeches, biographies, explanations and narratives. Explain how choices are intended to affect the reader.

Linked curriculum: Writing Long-Term Plans; Whole-School Oracy Framework.

5. Vocabulary, Description & Writer's Craft

Vocabulary develops from adult-modelled language and simple description to increasingly precise, ambitious and purposeful choices.

Phase / Year	Progression of knowledge and skills
Preschool	• Develop vocabulary through adult modelling, description and talk. • Use words to name, describe and recount familiar experiences.
Reception	• Extend sentence length and vocabulary through talk and storytelling. • Use developing vocabulary to explain ideas and create simple narratives.
Year 1	Use vocabulary from reading, discussion and wider experiences. Use simple adjectives for description and choose words independently within short narratives, factual writing and poetry.
Year 2	Use expanded noun phrases to describe and specify. Choose vocabulary carefully for clarity and effect, including stronger describing words and repetition in poetry. Develop character feelings, thoughts and simple setting description.
Year 3	Build a varied and rich vocabulary through reading, discussion and oral rehearsal. Develop character and setting through description. Select ambitious vocabulary and use imagery/figurative language in poetry. Explain why particular verbs, adjectives or techniques have been chosen.
Year 4	Use expanded noun phrases for precision and build a rich, varied vocabulary. Select and refine vocabulary for impact, clarity and audience. Use imagery, figurative language and technical vocabulary appropriately to form and purpose.

Linked curriculum: Writing Long-Term Plans; Whole-School Oracy Framework.

6. Grammar & Tense

Pupils build increasing control over grammatical choices so that meaning remains clear across longer and more varied writing.

Phase / Year	Progression of knowledge and skills
Preschool	Develop spoken grammar through adult modelling and language extension.
Reception	Use increasingly complete spoken sentences and rehearse sentence structures orally.
Year 1	Write grammatically complete simple sentences. Use capital I and appropriate capitalisation for proper names. Begin to use Standard English forms in writing. Use Year 1 grammatical terminology accurately when discussing writing.
Year 2	Use present and past tense correctly and consistently, including the progressive form. Use subordination and co-ordination accurately. Use some features of written Standard English. Use Year 2 grammatical terminology accurately when discussing writing.
Year 3	Use the present perfect form of verbs in contrast to the past tense. Use conjunctions, adverbs and prepositions to express time and cause. Choose nouns and pronouns increasingly appropriately for clarity and cohesion. Use Year 3 grammatical terminology accurately when discussing writing.
Year 4	Use Standard English verb inflections consistently. Choose nouns and pronouns appropriately within and across sentences to aid cohesion and avoid repetition. Maintain tense accurately across sustained writing and make deliberate grammatical choices for clarity and purpose. Use Year 4 grammatical terminology accurately when discussing writing.

Linked curriculum: Writing Long-Term Plans.

7. Punctuation

Punctuation develops from the foundations of sentence sense into accurate control of a broader range of marks in sustained writing.

Phase / Year	Progression of knowledge and skills
Preschool	Foundation stage focus: meaning-making, oral sentence development and early mark-making before formal punctuation is expected.
Reception	Develop awareness that written sentences carry meaning and are read back. Punctuation may be encountered and modelled through shared writing, but the statutory EYFS Writing ELG focuses on letter formation, phonic spelling and readable simple phrases/sentences rather than a formal punctuation checklist.
Year 1	Use spaces between words. Begin to punctuate sentences with capital letters and full stops, question marks and exclamation marks. Use capital letters for names of people, places, days of the week and the personal pronoun I.
Year 2	Use full stops, capital letters, question marks and exclamation marks correctly. Use commas in lists. Use apostrophes for contractions and singular possession. Select punctuation appropriate to statements, questions, exclamations and commands.
Year 3	Use inverted commas to indicate direct speech and begin to secure associated punctuation. Use commas after fronted adverbials. Apply apostrophes for contraction and singular possession from prior learning. Proof-read for punctuation errors.
Year 4	Use inverted commas and other punctuation to indicate direct speech accurately, including punctuation around the reporting clause. Use commas after fronted adverbials. Use apostrophes to mark plural possession. Maintain accurate punctuation across sustained independent writing.

Linked curriculum: Writing Long-Term Plans; Unlocking Spelling (apostrophes).

8. Cohesion

Cohesion moves from simple sequencing to deliberate connections within and across paragraphs.

Phase / Year	Progression of knowledge and skills
Preschool	Sequence familiar events orally with adult support.
Reception	- Sequence ideas and events in simple storytelling. - Use talk to connect ideas and explain simple cause/effect.
Year 1	Sequence sentences to form short narratives and factual pieces. Use and to link words and clauses.
Year 2	Use co-ordination and subordination to connect ideas. Use sequencing language and time adverbials where appropriate. Group related information and maintain consistent tense across a short text.
Year 3	Organise paragraphs around a theme. Use conjunctions, adverbs and prepositions to express time and cause and link ideas. Choose nouns and pronouns increasingly carefully to support clarity. Use chronological paragraphs and clear sequencing in non-fiction.
Year 4	Build cohesion within and across paragraphs. Choose nouns and pronouns appropriately to aid cohesion and avoid repetition. Use fronted adverbials, conjunctions and other linking choices to show time, cause and contrast. Organise ideas logically across longer texts.

Linked curriculum: Writing Long-Term Plans; Whole-School Oracy Framework (EYFS sequencing).

9. Planning, Drafting, Editing & Proof-reading

Pupils move from rereading for meaning with adult support to independently evaluating and revising writing for clarity, accuracy and effect.

Phase / Year	Progression of knowledge and skills
Preschool	• Talk through ideas with adults and revisit meaning in marks, drawings and play.
Reception	• Explain choices in early writing and begin to talk about changes made. • Reread or retell intended meaning with adult support.
Year 1	Say aloud and orally rehearse before writing. Sequence sentences, then re-read writing to check it makes sense. Discuss what has been written with the teacher or other pupils and make simple corrections with support.
Year 2	Plan by saying aloud what will be written and writing down ideas/new vocabulary. Make simple additions, revisions and corrections by evaluating writing with adults and peers. Re-read to check verbs indicate time correctly and proof-read for spelling, punctuation and grammatical errors.
Year 3	Plan by discussing similar writing and recording ideas. Assess the effectiveness of their own and others' writing and suggest improvements. Propose changes to grammar and vocabulary to improve consistency and clarity. Proof-read for spelling and punctuation errors.
Year 4	Plan from models, discuss and record ideas, then draft independently. Assess and improve the effectiveness of their own and others' writing. Revise grammar, vocabulary, organisation and cohesion for clarity and effect. Proof-read independently for spelling and punctuation errors.

Linked curriculum: Writing Long-Term Plans; Whole-School Oracy Framework.

10. Spelling

Spelling is taught through *Unlocking Letters & Sounds* / *Unlocking Spelling*; pupils are expected to apply the taught knowledge increasingly independently in writing.

Phase / Year	Progression of knowledge and skills
Preschool	Follow the school's early phonics / sound awareness provision; the detailed progression sits within the phonics programme.
Reception	Apply developing phonics knowledge in early writing; detailed grapheme and word progression sits within <i>Unlocking Letters & Sounds</i>.
Year 1	Apply Year 1 phonics and spelling knowledge from <i>Unlocking Letters & Sounds</i> , including taught GPCs, common exception words and relevant prefixes/suffixes, in independent writing. The detailed statutory Appendix 1 sequence is delivered through the phonics/spelling programme.
Year 2	Autumn: continue the UL&S phonics programme. From Spring: develop grapheme recall and statutory Year 2 spelling patterns, including alternative spellings, endings -le/-el/-al/-il, suffixes, contractions, singular possession, -tion and homophones. Apply taught spelling increasingly independently in writing.
Year 3	Begin with explicit revisit of Year 2 objectives. Develop statutory Lower KS2 spelling content through <i>Unlocking Spelling</i>, including prefixes/suffixes, consonant doubling, -ly/-ous, consonant + y/e patterns, -sion/-tion families, homophones and statutory words. Use retrieval and mastery to secure application in writing.
Year 4	Revisit and secure Year 3 content before extending and mastering Lower KS2 statutory patterns. Develop prefixes, suffixes, homophones, -sure/-ture, alternative graphemes, plural possession, -ation and statutory words. Use the first letters of words to check spelling in a dictionary and apply spelling knowledge increasingly automatically in writing.

Linked curriculum: *Unlocking Letters & Sounds* / *Unlocking Spelling* Y2-Y4.

11. Handwriting & Transcription

Unlocking Handwriting provides the discrete progression. The writing expectation is that transcription becomes increasingly fluent so attention can be directed to composition.

Phase / Year	Progression of knowledge and skills
Preschool	• Develop gross and fine motor skills. • Develop pre-writing skills.
Reception	• Master developing gross/fine motor skills and establish correct pencil grip and writing position. • Secure pre-writing skills, lowercase letter formation and letter families. • Develop name writing and number formation.
Year 1	Sit correctly at a table and hold a pencil comfortably and correctly. Form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters and digits 0–9; understand which letters belong to handwriting families. Unlocking Handwriting provides the detailed teaching sequence and mastery practice.
Year 2	Form lower-case letters of the correct size relative to one another. Begin to use the diagonal and horizontal strokes needed to join letters and understand which letters are best left unjoined. Write capital letters and digits of the correct size and orientation and use spacing that reflects letter size. Unlocking Handwriting provides the detailed sequence.
Year 3	Use the diagonal and horizontal strokes needed to join letters and understand which letters are best left unjoined. Increase legibility, consistency and quality, including appropriate letter size and line spacing. Use joined handwriting increasingly throughout independent writing.
Year 4	Use joined handwriting fluently and consistently across independent writing, with appropriate exceptions where letters are best left unjoined. Increase and secure legibility, consistency and quality, including even spacing and lines where ascenders/descenders do not touch.

Linked curriculum: Unlocking Handwriting overview and progression.

12. Independence & Writing Stamina

Across the school, increasing automaticity in transcription and sentence control enables pupils to sustain longer, more independent compositions.

Phase / Year	Progression of knowledge and skills
Preschool	Sustain brief mark-making and storytelling opportunities within play with adult support.
Reception	Write simple phrases and sentences that can be read by others, with increasing independence. Build stamina through regular meaningful writing, oral rehearsal and phonic application without turning the ELG into a checklist of longer compositions.
Year 1	Move from individual sentences to several sequenced sentences and a complete short piece. Increase independence while maintaining spaces, letter formation and basic punctuation. Read completed writing aloud clearly.
Year 2	Develop positive attitudes towards and stamina for writing longer narratives and non-fiction pieces. Apply taught punctuation, tense, spelling and detail with increasing independence. Make simple revisions and corrections before reading writing aloud.
Year 3	Sustain multi-paragraph writing with clear organisation, detail and cohesion. Draft, edit, proof-read and read aloud with increasing independence and control.
Year 4	Sustain coherent multi-paragraph writing across a range of purposes and audiences. Independently manage composition, transcription, editing and accuracy while making increasingly deliberate choices for effect.

Linked curriculum: Writing Long-Term Plans; Unlocking Handwriting; Whole-School Oracy Framework.

Expected Writer Profiles

These profiles summarise the main emphasis of the supplied writing curriculum. They are intended as a quick reference alongside the detailed progression above, not as a replacement for the long-term plans or scheme assessments.

Reception / end of EYFS

Orally rehearse ideas and simple stories using increasingly complete sentences and rich vocabulary. Write recognisable letters, most of which are correctly formed; spell words by identifying sounds and representing them with a letter or letters; and write simple phrases and sentences that can be read by others. Use writing for meaningful purposes while continuing to develop pencil control, phonics and oral composition.

Year 1

Compose and write simple sequenced sentences, often rehearsing them orally first. Use spaces between words; join words and clauses using and; and begin to use capital letters, full stops, question marks and exclamation marks. Use capital letters for people, places, days of the week and I. Re-read for sense, discuss writing with others and read it aloud clearly while applying Year 1 spelling and handwriting knowledge.

Year 2

Write clearly sequenced texts for different purposes with growing stamina. Use statements, questions, exclamations and commands; co-ordination and subordination; expanded noun phrases; and present/past tense including the progressive form. Use the taught range of punctuation, including commas in lists and apostrophes for contraction and singular possession. Plan, re-read, revise and proof-read with increasing independence.

Year 3

Plan and organise writing into paragraphs around a theme, creating settings, characters and plot in narrative and using headings/subheadings in non-fiction. Extend sentences with a wider range of conjunctions; use present perfect, time/cause language, fronted adverbials and direct speech; and begin to use nouns/pronouns carefully for cohesion. Evaluate, edit, proof-read and read writing aloud using appropriate intonation.

Year 4

Secure the full Years 3–4 statutory writing programme. Sustain coherent paragraphs and sections for a range of audiences and purposes; use rich vocabulary, expanded noun phrases, fronted adverbials, Standard English verb forms and nouns/pronouns for cohesion. Punctuate direct speech and plural possession accurately, edit independently for clarity and effect, and apply Lower KS2 spelling and fluent joined handwriting across sustained writing.

How this document links to the wider English curriculum

Curriculum document	Role in writing progression
Writing Long-Term Plans	Defines the genres, outcomes, objectives and progression focus taught across Years 1-4.
Whole-School Oracy Framework	Provides the oral rehearsal, sentence stems and “Talk Like a Writer” progression that supports composition and reflection from EYFS-Year 4.
Unlocking Letters & Sounds / Unlocking Spelling	Provides the detailed phonics and spelling sequence. The expectation is increasing application of taught knowledge in independent writing.
Unlocking Handwriting	Provides the discrete transcription sequence from gross/fine motor and pre-writing foundations through letter formation, joins, spacing, fluency and consistency.

National Curriculum statutory terminology

These terms are explicitly taught and used when pupils discuss their reading and writing. The detailed grammar content remains embedded in the progression above and in teaching sequences.

Year	Statutory terminology for pupils
Year 1	letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark
Year 2	noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma
Year 3	preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (speech marks)
Year 4	determiner, pronoun, possessive pronoun, adverbial

Statutory source note: EYFS statutory framework for group and school-based providers (effective 1 September 2026) and the National Curriculum in England: English programmes of study, including English Appendix 1 (spelling) and Appendix 2 (vocabulary, grammar and punctuation).

Years 3–4 sequencing note: The National Curriculum sets a combined Lower Key Stage 2 programme. This document separates that content into a school progression: Year 3 introduces and develops key elements; Year 4 revisits, deepens and secures them so the full statutory programme is taught by the end of Year 4.