



Hall Green Primary School

Writing Skills Progression: EYFS → Year 6

Skill progression with illustrative examples

Examples illustrate the increasing level of control; they are not prescribed sentences or a checklist. Read each row from left to right.

Skill / strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition & ideas	Tell/retell and sequence ideas. e.g. "The dragon went home."	Sequence sentences for a clear idea. e.g. "Jack climbed the beanstalk. He found a castle."	Develop ideas with relevant detail. e.g. "The flames spread quickly and people ran from their homes."	Develop character, setting and events. e.g. "Although the cave was dark, Mia continued towards the distant light."	Develop and organise detailed content. e.g. "As the storm rolled across the island, Kensuke secured the shelter."	Shape atmosphere, viewpoint and pace. e.g. "The warrior tightened his grip. Around him, the village fell silent."	Manipulate content and structure for effect. e.g. "Every creak echoed through the arena. She stopped. Someone was there."

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Audience, purpose & form	Write for familiar people/reasons. e.g. a label for a model; a message to a teacher.	Know who and why. e.g. a simple story to entertain the class.	Choose content for purpose. e.g. instructions tell the reader exactly what to do.	Adapt language for audience. e.g. "Please help us protect our playground."	Organise for form and reader. e.g. a report uses headings to help readers locate information.	Adapt tone/formality. e.g. "I am writing to recommend..." rather than "I think you should..."	Select form/register independently. e.g. a formal complaint deliberately differs from an informal blog.

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Sentence foundations / PVPg	Say/write a complete simple idea. e.g. "The dog ran."	Secure subject + verb. e.g. "The boys run." / "The boy runs."	Use co-ordination/subordination. e.g. "We stayed inside because it was raining."	Control main/subordinate clauses. e.g. "Although the cave was dark, they continued."	Vary clause/phrase placement. e.g. "Before sunrise, the exhausted explorers packed their equipment."	Manipulate structures. e.g. "The crowd, which had waited for hours, finally erupted."	Control structures for purpose/effect. e.g. "If I were responsible for the decision, I would reconsider."

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Nouns & noun phrases	Name people/things/places. <i>e.g. dog, Mum, park</i>	Add simple description. <i>e.g. "the huge dragon"</i>	Expand noun phrases. <i>e.g. "the enormous, shaggy dog"</i>	Develop precise noun phrases. <i>e.g. "the jagged rocks beneath the cliff"</i>	Modify nouns purposefully. <i>e.g. "the ancient, crumbling temple"</i>	Select detail for effect. <i>e.g. "the narrow strip of rusted metal"</i>	Control noun structures/register. <i>e.g. "the rapid deterioration of the environment"</i>

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Verbs & verb phrases	Use action words. <i>e.g. "The dog ran."</i>	Choose stronger verbs. <i>e.g. "The wolf crept."</i>	Control tense/forms. <i>e.g. "She was running towards the gate."</i>	Choose precise verbs/phrases. <i>e.g. "The flames tore through the roof."</i>	Use verbs to control effect. <i>e.g. "The wave crashed against the harbour wall."</i>	Use modality deliberately. <i>e.g. "The proposal could reduce traffic." / "It must be addressed."</i>	Manipulate voice/verb phrases. <i>e.g. "The village was destroyed overnight." / "He backed away from the door."</i>

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Vocabulary & writer's craft	Use new/describing words. <i>e.g. "a shiny shell"</i>	Use adjectives/precise verbs. <i>e.g. "The enormous dog sprinted."</i>	Select more precise vocabulary. <i>e.g. "The sparkling river twisted through the forest."</i>	Choose ambitious appropriate words. <i>e.g. "The volcano erupted violently."</i>	Choose for precision/effect. <i>e.g. "The island loomed beneath the grey sky."</i>	Create mood/atmosphere. <i>e.g. "Fog smothered the deserted battlefield."</i>	Use nuance/register deliberately. <i>e.g. "The oppressive rules suffocated any sense of freedom."</i>

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Cohesion & organisation	Sequence events. <i>e.g. "First... Then..."</i>	Connect simple ideas. <i>e.g. "I went to the park and I played."</i>	Use sequencing/conjunctions. <i>e.g. "First, mix the flour. Next, add the water."</i>	Group/link related ideas. <i>e.g. "Later that evening, they returned home."</i>	Link within/across paragraphs. <i>e.g. "On the other side of the island, the search continued."</i>	Use varied cohesive devices. <i>e.g. "In contrast, the villagers remained unconvinced."</i>	Control whole-text cohesion. <i>e.g. deliberate repetition of a key image/idea across opening and ending.</i>

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Punctuation	Begin capitals/full stops. e.g. "I went home."	Use . ? ! accurately. e.g. "Where is the giant?"	Use commas/apostrophes. e.g. "I packed bread, cheese and fruit." / "Sam's coat"	Punctuate direct speech. e.g. "Run!" shouted Peter.	Use commas/speech/plural possession. e.g. "Later that day, ..." / "the girls' bags"	Use parenthesis/clarifying commas. e.g. "The soldier—exhausted from battle—stopped."	Use advanced punctuation purposefully. e.g. "There was one option: escape." / "The storm worsened; nobody moved."

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Spelling: phonology → morphology	Represent sounds with graphemes. e.g. /c/ /a/ /t/ → cat	Apply GPCs and simple affixes. e.g. jump → jumped; happy → unhappy	Apply patterns/word parts. e.g. help → helpful; can not → cannot	Use roots/affixes/word families. e.g. act → action → actor → react	Apply morphology to new words. e.g. possible → impossible; responsible → irresponsible	Use morphology + etymology. e.g. biography / geographical / scientific	Combine spelling knowledge independently. e.g. communicate → communication → communicative

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Handwriting & transcription	Form recognisable letters. e.g. correctly formed c, a, t.	Control size/orientation/spacing. e.g. clear ascenders, descenders and word spaces.	Develop joins/fluency. e.g. consistent letter size across a sentence.	Join consistently and legibly. e.g. sustained paragraph with secure joins.	Increase automaticity. e.g. fluent recording without frequent pauses for formation.	Maintain speed + legibility. e.g. sustained writing remains readable.	Select presentation appropriately. e.g. fluent joined drafting; clear unjoined capitals in a heading.

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Planning & oral rehearsal	Develop ideas through talk/play. e.g. orally tell what happens next.	Say sentence before writing. e.g. rehearse: "The giant stomped into the room."	Plan key ideas. e.g. beginning → problem → ending.	Use flexible planning. e.g. jot vocabulary beside a simple paragraph plan.	Plan according to purpose. e.g. organise report ideas under headings.	Choose useful planning method. e.g. brief argument notes rather than a fixed planning frame.	Plan strategically/independently. e.g. decide a speech needs an argument sequence but a short scene does not.

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Drafting	Record developing ideas. <i>e.g. drawing → label → phrase → sentence.</i>	Draft and make choices. <i>e.g. change big to enormous while writing.</i>	Reread during drafting. <i>e.g. add missing information after rereading.</i>	Refine as writing develops. <i>e.g. replace walked with crept mid-draft.</i>	Reshape sentences/sections. <i>e.g. move setting detail earlier to orientate the reader.</i>	Draft recursively. <i>e.g. revise paragraph order while continuing to compose.</i>	Compose/revise fluidly. <i>e.g. alter an opening after drafting the ending to create a deliberate link.</i>

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Editing & revising	Make simple improvements. <i>e.g. add a describing word after rereading.</i>	Improve word/sentence choice. <i>e.g. "The dog went" → "The dog raced."</i>	Edit meaning separately from errors. <i>e.g. improve a verb before proofreading punctuation.</i>	Use 1–2 editing. <i>e.g. walked → stumbled; house → abandoned house.</i>	Edit for clarity/cohesion/effect. <i>e.g. replace repeated nouns with controlled pronoun choices.</i>	Edit tone/structure independently. <i>e.g. replace conversational language in a formal report.</i>	Revise at whole-text level. <i>e.g. remove a paragraph that weakens the argument and rewrite the conclusion.</i>

Skill / strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Proofreading	Check it makes sense. <i>e.g. reread with an adult.</i>	Spot obvious errors. <i>e.g. add a missing capital/full stop.</i>	Check spelling/punctuation. <i>e.g. correct dont → don't.</i>	Proofread independently. <i>e.g. check direct speech punctuation.</i>	Check transcription systematically. <i>e.g. identify an incorrect plural possessive apostrophe.</i>	Proofread sustained writing. <i>e.g. check tense consistency across paragraphs.</i>	Protect deliberate choices while correcting errors. <i>e.g. retain intentional fragments in dialogue while correcting genuine sentence errors.</i>

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Dialogue	Represent speaking through play/talk. <i>e.g. "I'm the dragon!"</i>	Include simple speech. <i>e.g. "Come back!" said Mum.</i>	Develop awareness of speech punctuation. <i>e.g. "Stop!" shouted Ben.</i>	Punctuate speech/reporting clauses. <i>e.g. "'Come here,' whispered Mum."</i>	Use dialogue to reveal/advance. <i>e.g. "'You knew?' Maya stepped backwards."</i>	Use selectively for character/pace. <i>e.g. clipped exchanges show tension between characters.</i>	Integrate dialogue for narrative effect. <i>e.g. what a character avoids saying reveals as much as the spoken words.</i>

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Literary devices & imagery	Enjoy patterned/imaginative language. <i>e.g. "swishy, swashy grass"</i>	Experiment with simple comparison. <i>e.g. "as cold as ice"</i>	Use repetition/alliteration/simile. <i>e.g. "wild, whistling wind"</i>	Use devices purposefully. <i>e.g. "The sun smiled over the playground."</i>	Select imagery for effect. <i>e.g. "The storm clawed at the windows."</i>	Shape atmosphere with imagery. <i>e.g. "Fog wrapped the battlefield in a grey shroud."</i>	Manipulate devices precisely. <i>e.g. an extended metaphor sustained across a passage rather than isolated figurative phrases.</i>

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Independence & transfer	Make choices with decreasing support. <i>e.g. choose own word/idea in familiar writing.</i>	Apply familiar skills independently. <i>e.g. remember capital/full stop without a prompt.</i>	Transfer taught knowledge. <i>e.g. use conjunctions in a science explanation.</i>	Apply skills in new genres/subjects. <i>e.g. use paragraphs in a history recount.</i>	Reduce reliance on scaffolds. <i>e.g. write without sentence stems once secure.</i>	Select/combine skills independently. <i>e.g. adapt cohesion and register for an unfamiliar task.</i>	Bring learning together in new challenges. <i>e.g. independently decide form, tone, structure, vocabulary and editing priorities for an unseen writing task.</i>

EYFS Foundation Pathway

The main matrix keeps EYFS concise. The developmental pathway below preserves the progression embedded from Hall Green's EYFS objectives.

Stage	Skill	What it looks like	Progression
0–3	Make marks and give them meaning; use marks within pictures; begin representing own name.	Example: child explains, "That says Mummy," beside purposeful marks.	Builds towards increasingly independent Year 1 sentence composition and transcription.
3–4	Use developing print/letter knowledge; develop controlled grip/hand preference; write some/all of own name; form some letters.	Example: writes recognisable initial letters when labelling a picture.	Builds towards increasingly independent Year 1 sentence composition and transcription.
Reception	Spell by identifying sounds and representing them with known graphemes; write short sentences; reread for meaning.	Example: "The cat is big." Child rereads and checks it makes sense.	Builds towards increasingly independent Year 1 sentence composition and transcription.
ELG	Use effective pencil grip; form recognisable letters, mostly correctly; spell using sounds; write readable simple phrases/sentences.	Example: independently writes a short, readable sentence about a familiar experience.	Builds towards increasingly independent Year 1 sentence composition and transcription.