Grove Primary School

Writing Progression

Reception – Year 6 2026-2027

DPiL Writing overview

National Curriculum Expectations: We have selected the most relevant statements from Development Matters age ranges for Reception For more detail about linked subject progression within the EYFS Framework, please refer to these documents.

Reception: Literacy: Using three characteristics: Playing and exploring; Active learning; Creating and Critical thinking

Communication and Language

Understand how to listen carefully and why listening is important
Learn new vocabulary
Use new vocabulary through the day
Ask questions to find out more and check they understand what has been said
Articulate their ideas and thoughts in well-formed sentences
Connect one idea or action to another using a range of connectives
Describe events in some detail
Use talk to help work out. Problems and organise thinking and activities, and to explain how things work and why they might happen
Develop social phrases,
Engage in story time and build familiarity and understanding retell once they have developed a deep familiarity with the text, some exact repetition and some in their own words
Use new vocabulary in different contexts
Listen carefully to rhymes and songs, paying attention to how they sound, learn rhymes and songs.
Engage in non-fiction books and develop new knowledge and understanding.

Writing:

Form lower-case and capital letters correctly

Grove Primary School

Writing Progression

Reception – Year 6 2026-2027

Spell words by identifying sounds then writing the sound with letter/s Write short sentences with words with known letter-sound correspondences using a capital letter and full stop Re-read what they have written to check that it makes sense		
PSHE **Managing self** See themselves as a valuable individual. Show resilience and perseverance in the face of challenge.	**Gross motor Skills** Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, coordination and agility.	**Fine motor skills** Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: Holding pencils effectively for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Develop the foundations of a handwriting style which is fast, accurate and efficient.

Grove Primary School

Writing Progression

Reception – Year 6 2026-2027

Letter Formation and Handwriting					
Y1	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
Children can: sit correctly at a table, holding a pencil comfortably and correctly continue to develop tripod grip of a pencil/pen. write some lower case and capital letters of the alphabet in the correct direction, starting and finishing in the right place. form digits 0-9	**Children can: Y1+** sit correctly at a table, holding a pencil comfortably and correctly Use the tripod grip of a pen/pencil. form lower case letters of the correct size, relative to one another. use spacing between words that reflects the size of the letters. write capital letters and digits of the correct size, orientation and	**Children can: Y1-Y2+** use the diagonal and horizontal strokes needed to join letters. Increase the legibility, consistency and quality of handwriting, e.g.: by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	**Children can: Y1-Y3+** Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left not joined. Continue to Increase the legibility, consistency and quality of handwriting, eg: by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	**Children can: Y1-Y4+** confidently use diagonal and horizontal joining strokes when writing independently to increase fluency. begin to choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten version.	**Children can: Y1-Y5+** choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten, presented version. choose the writing implement which is best suited for a task

Grove Primary School

Writing Progression

Reception – Year 6 2026-2027

	relationship to one another and to lower case letters.				
Planning, drafting and editing					
Y1	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
Children can: ➢compose a sentence orally before writing ➢say a sentence out loud before writing it – oral rehearsal ➢sequence sentences to form short narratives ➢read their writing to check that it makes sense to themselves and to an adult	**Children can: Y1+** ➢write narratives about personal experiences and those of others (real and fictional) ➢plan what they are going to write about, including writing down ideas and/or key words and new vocabulary e.g.: mind-maps. ➢sequence what they want to say sentence by sentence	**Children can: Y1-Y2+** ➢use ideas from their own reading and modelled examples to plan their writing ➢begin to proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements ➢organise their writing into paragraphs around a theme (e.g. 3 paragraphs – beginning	**Children can: Y1-Y3+** ➢compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ➢consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader	**Children can: Y1-Y4+** ➢plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own consider, when planning narratives, how authors have developed characters and settings and use these as a basis for structuring their own writing	**Children can: Y1-Y5+** ➢note down and develop initial ideas, drawing on reading and research where necessary use appropriate organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points) ➢use a wide range of devices to build cohesion within and across paragraphs.

Grove Primary School

Writing Progression

Reception – Year 6 2026-2027

➢begin to independently make a change to their writing so that they make it better	➢read to check that their writing makes sense and that the correct tense, spelling, grammar and punctuation is used throughout with the help of an adult where necessary ➢make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils	middle and end) using green pen editing to make improvements introduced as cascade model when ready	➢proofread and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion using green pen editing to make improvements	➢link ideas across paragraphs using cohesive devices ➢proofread work to edit and shorten longer passages proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements using green pen editing to make improvements	➢consistently proofread for spelling and punctuation errors make changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ➢recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing ➢proofread work to edit and shorten longer passages Use green pen edit independently to make improvements
Audience and Purpose					

Grove Primary School

Writing Progression

Reception – Year 6 2026-2027

Y1	Y2	Y3	Y4	Y5	Y6
➢use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices ➢ start to engage readers in stories and news telling by using adjectives to describe ➢ begin to write for different purposes: poetry, instructions, letter	➢ write for different purposes with an awareness of an increased amount of fiction and non-fiction structures ➢ use new vocabulary from their reading, their discussions about it (one- to-one, pair and as a whole class) and from their wider experiences. ➢ read aloud what they have written with appropriate intonation to make the meaning clear	➢ demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ➢ use the structure of a wider range of text types (including the use of simple layout devices in non-fiction) ➢ make deliberate, ambitious word choices to add detail ➢ create settings, characters and plot in	➢ write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices e.g. text boxes, bullet points etc) ➢ write a range of narratives that are well- structured and well-paced ➢ create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere ➢ use dialogue to convey a character and to start to advance the action	➢ produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes ➢ describe settings, characters and atmosphere with carefully- chosen vocabulary to enhance mood, clarify meaning and create pace ➢ use dialogue to convey a character and to advance the action ➢ perform their own compositions	➢ write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read (including literary devices characterisation and structure, etc.) ➢ distinguish between the language of speech and writing and to choose the appropriate level of formality ➢ select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in

Grove Primary School

Writing Progression

Reception – Year 6 2026-2027

		narratives ➢ begin to use dialogue to convey a character		confidently using appropriate intonation, volume and movement so that meaning is clear	narrative: using passive verbs to affect how information is presented, using modal verbs to suggest degrees of possibility)and subjunctive form
Grammar (accumulative)					
Y1	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**

Grove Primary School

Writing Progression

Reception – Year 6 2026-2027

➢how words can combine to make sentences ➢joining **words** and joining **sentences** using and	➢learn how to use sentences with different forms: statement, question, exclamation, command ➢use past and present tenses accurately but not always consistently ➢Use expanded noun phrases to describe and specify, e.g. the big, blue butterfly ➢use mainly simple sentences and some compound sentences for co-ordination using or, and, but, so ➢some subordination using because, extending to using when, if, that ➢begin to vary sentence openings, e.g. with simple adverbs (ly) ➢use a variety of simple organisational devices in non-fiction, e.g. headings, captions, bullet points	➢continue to improve consistency in the use of tenses ➢ensure grammatical agreement of pronouns and verbs in using Standard English. (I was, they were) ➢begin to vary sentence openings, e.g. with simple adverbs/adverbial phrases (where, when, how, how often) or prepositions (e.g. Inside, across, under) ➢use a wider variety of sentence types including multi clauses (because, when, if, that, while, after) ➢use the perfect present form of verbs to mark relationships of time and cause (what the subject has been doing beforehand) e.g. she has helped ➢choose nouns or pronouns appropriately for clarity and cohesion.	➢begin to group related material into paragraphs around a theme ➢begin to use headings and bullet points ➢extend the range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although ➢choose nouns or pronouns appropriately within a sentence to avoid ambiguity and repetition ➢use conjunctions, adverbs/adverbial phrases and prepositions to express time and cause ➢begin to add relative clauses to add detail- who and which, that ➢use fronted adverbials ➢experiment with varying tenses within texts, e.g. in dialogue	➢explore ways of combining **single clauses** and re-ordering clauses to make **multi-clauses** ➢embed relative clauses beginning with who, which, where, why, whose, that or with an implied (i.e. omitted) relative pronoun ➢use an increasing range of subordinating conjunctions ➢recognise vocabulary and structures that are appropriate for formal speech and writing ➢use the passive voice to affect the presentation of information in a sentence e.g. 'The school arranged a visit' *to* 'A visit was arranged.' ➢use expanded noun phrases to convey complicated information concisely ➢use modal verbs or adverbs to indicate	➢use a wider range of conjunctions to clarify relationships between ideas, e.g. however, therefore, although ➢use conjunctions to structure an argument or discussion e.g. however, on the other hand, consequently, in contrast to ➢develop grammatical control of multi-clause sentences, manipulating them for effect ➢use passive voice for effect link ideas across paragraphs using a wider range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as: on the other hand, in contrast, or as a consequence), and ellipsis

Grove Primary School

Writing Progression

Reception – Year 6 2026-2027

	➢begin to group related material into paragraphs using headings and bullet points (GD) ➢begin to re-read own writing for sense and accuracy	Learn that many sentences are subject-verb-object ➢begin to group related material into paragraphs using headings and bullet points	➢use expanded noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to 'the strict maths teacher with curly hair')	degrees of possibility e.g. could, would, should ➢use pronouns, making clear to what or to whom they refer ➢to build cohesion within and across a paragraph (e.g. then, after that, this, firstly)	➢use of present perfect and past perfect tense ➢use devices, such as headings, sub-headings, columns, bullets, or tables, to structure text
Punctuation (accumulative)					

Grove Primary School

Writing Progression

Reception – Year 6 2026-2027

➢introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences ➢Capital letters for names and for the personal pronoun I ➢separation of **words** with spaces	➢learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks ➢Use commas for lists and apostrophes for contracted forms ➢apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name)	➢ use a range of end-of-sentence punctuation with accuracy ➢use question marks, exclamation marks, and commas in lists ➢learn the basic conventions of speech punctuation and begin to use speech marks (inverted commas)	➢use a range of end-of-sentence punctuation with accuracy ➢use commas after fronted adverbials. Indicate possession by using the possessive apostrophe with singular and plural nouns e.g. the girl's name, the boys' boots ➢use speech marks and begin to use other associated punctuation. e.g. a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!")	➢begin to use the commas to separate clauses within sentences and clarify meaning and avoid ambiguity ➢use apostrophes for both possession and shortened forms ➢begin to set out dialogue appropriately, using a range of punctuation ➢use brackets, dashes or commas to indicate parenthesis ➢use a colon to introduce a list ➢punctuate bullet points consistently	➢use speech and apostrophes correctly ➢use the commas to separate clauses within sentences and clarify meaning and avoid ambiguity ➢use hyphens to avoid ambiguity ➢use brackets, dashes or commas to indicate parenthesis ➢use semi-colons, colons or dashes to mark boundaries between independent clauses ➢use a colon to introduce a list ➢punctuate bullet points consistently
Application					

Grove Primary School

Writing Progression

Reception – Year 6 2026-2027

➢use the grammatical terminology in the Glossary Begin to re-read own writing to check punctuation and grammatical sense	➢use the grammatical terminology in the Glossary when discussing their writing ➢begin to re-read own writing to check punctuation and grammatical sense	➢use the grammatical terminology in the Glossary when discussing their writing ➢re-read own writing to check punctuation and grammatical sense	➢use the grammatical terminology in the Glossary when discussing their writing ➢re-read own writing to check punctuation and grammatical sense	➢use the grammatical terminology in the Glossary when discussing their writing ➢re-read own writing to check punctuation and grammatical sense ➢practise proofreading and editing own writing for clarity and correctness	➢use the grammatical terminology in the Glossary when discussing their writing ➢re-read own writing to check punctuation and grammatical sense ➢practise proofreading and editing own writing for clarity and correctness
Terminology to know and use (accumulative)					

Grove Primary School

Writing Progression

Reception – Year 6 2026-2027

Y1	Y2	Y3	Y4	Y5	Y6
Y1 letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark finger space Begin teaching subject and verb pairs in sentences	Begin to understand Subject Verb pair Verb tense, (present, past, past progressive) adjective noun, expanded noun phrase suffix apostrophe (contraction/omission), (possession) comma (in lists) bullet points, question, exclamation, command, statement, conjunctions bullet points	Identify Subject Verb pair pronoun, possessive pronoun, subject pronoun Preposition conjunction word family prefix clause subordinate clause direct speech consonant consonant letter, vowel letter Direct speech inverted commas (or 'speech marks')	Identify Subject verb pair pronoun, possessive pronoun, subject pronoun fronted adverbials, determiner definite/ indefinite article, preposition, noun phrase, subordinating conjunction, main clause, single clause, multi-clause, subordinate clause	Subject Verb pair Subject, verb, object modal verb relative pronoun possessive pronoun subject pronoun relative clause parenthesis brackets dash cohesion ambiguity	Subject Verb pair SVO active and passive synonym/ antonym colon semi-colon ellipsis hyphen, bullet points, question tags, subjunctive mood
DPiL Phonic and Spelling (see below for YR and Y1 programme/and weekly POS)					

Grove Primary School

Writing Progression

Reception – Year 6 2026-2027

Y1	Y2	Y3	Y4	Y5	Y6
➢spell words containing each of the 40+ phonemes taught ➢spell Y1 common exception words ➢spell the days of the week ➢name the letters of the alphabet in order ➢use letter names to distinguish between alternative spellings of the same sound ➢ spell words with simple phoneme grapheme correspondence accurately e.g. cat, dog, red ➢use adjacent consonants and spell 2-3 syllable words	➢segment spoken words into phonemes and represent these by graphemes, spelling many correctly ➢learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones ➢learn to spell CEWs ➢distinguish between homophones ➢learning the possessive apostrophe (singular) ➢learn to spell more words with contracted forms ➢ add suffixes to spell longer words, including	➢spell further homophones ➢spell words that are often misspelt ➢use further prefixes and suffixes and understand how to add them ➢ place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals ➢use the first 2 or 3 letters of a word to check its spelling in a dictionary ➢plurals ➢soft c, g ➢silent letters k g w ➢contractions ➢past tense rules ➢past progressive tense rules	➢spell further homophones ➢spell words that are often misspelt ➢use further prefixes and suffixes and understand how to add them ➢place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals ➢ use the first 2 or 3 letters of a word to check its spelling in a dictionary ➢plurals ➢soft c, g ➢silent letters k g w ➢contractions ➢past tense rules ➢past progressive tense rules	➢spell some words with ‘silent’ letters ➢ continue to distinguish between homophones and other words which are often confused ➢use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically ➢ use further prefixes and suffixes and understand the guidance for adding them ➢ use dictionaries to check the spelling and meaning of words ➢ use the first 3 or 4 letters of a word to	➢ spell some words with ‘silent’ letters continue to distinguish between homophones and other words which are often confused ➢ use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically ➢use further prefixes and suffixes and understand the guidance for adding them ➢use dictionaries to check the spelling and meaning of words ➢use the first 3 or 4 letters of a word to check spelling, meaning or both of

Grove Primary School

Writing Progression

Reception – Year 6 2026-2027

➢ make phonetically plausible attempts at writing longer words using dominant phonemes and common graphemes	–ment, –ness, –ful, –less, –ly ➢show awareness of silent letters in spelling e.g. knight, write ➢use –le ending as the most common spelling for this sound at the end of words	➢comparative adjectives +er +est ➢+ly to adverbs ➢prefixes ➢+que	➢comparative adjectives +er +est ➢+ly to adverbs ➢prefixes ➢+que ➢ch as 'k'	check spelling, meaning or both of these in a dictionary as Y4+ ➢ie (except after c) ➢cious/tious/ious/ous ➢cial/tial ➢hyphenated words	these in a dictionary plurals as Y5
Context and purpose for writing (see DPiL Unit Progression sheets)					

Grove Primary School

Writing Progression

Reception – Year 6 2026-2027

Y1	Y2	Y3	Y4	Y5	Y6
➢writing to entertain- Stories (repetitive retellings to own versions to imagined) ➢writing to entertain- Character Description ➢writing to inform- Recount of real events ➢writing to inform- instructions ➢writing to inform/ entertain- letter/post card/posters/invitations Diary entry	➢ writing to entertain: Character Description ➢writing to entertain: Setting description ➢writing to entertain: Riddle ➢writing to entertain: (repetitive retellings to own versions to an extended story ➢writing to inform: Letters ➢writing to inform: ➢ Recount (Trip) ➢writing to inform: Diary ➢writing to inform: Non chron reports	➢writing to entertain: Narratives including fairytales/legends, setting description (Action and dialogue) ➢ writing to entertain: Character description ➢writing to entertain: Adverts and playscripts ➢writing to inform: Instructions ➢ writing to inform: Diary entry ➢writing to inform: Explanation text ➢writing to inform: Non-Chronological Report (River Nile)	➢writing to entertain: Character description ➢writing to entertain: Performance poem ➢writing to entertain: Extended story ➢writing to inform: Diary entry ➢writing to inform: Explanation text ➢writing to Inform: Informal Letter/formal ➢writing to inform: ➢writing to inform: Biographical recount Newspaper reports Witness statement ➢writing to persuade: Advertisement/report	➢writing to entertain: Setting description, historical myths/own myth ➢ writing to entertain: Character description ➢ Writing to entertain: Playscripts Internal monologue ➢ writing to inform: Explanation text ➢writing to Inform: Informal Letter: ➢writing to inform: Newspaper report witness statement and dedication	➢writing to entertain: Character description Suspense /poem ➢writing to entertain: 7-part flashback story Historical story ➢ writing to Inform: Informal Letter ➢writing to inform: Non-Chronological Report WWII ➢writing to inform: Newspaper report ➢ writing to Inform: Biography/Auto ➢writing to inform: Diary entry ➢writing to persuade: Speech/formal letter

Grove Primary School

Reception – Year 6 2026-2027

Reception		Year 1	Year 2 +
Phase 2 • Teaching 21 letter sounds • Blending and segmenting • Reading phonetically decodable words • Reading 'tricky' words	**Phase 3 and 4** • Teaching 32 letter sounds • Blending and segmenting to read and spell simple words and captions • Letter names • Reading and writing 'tricky' words	**Phase 5** • New letter sounds and alternative pronunciations for sounds already learnt	**Phase 6: Spelling** Children become fluent reading and increasingly accurate spellers

Grove Primary School

Writing Progression

Reception – Year 6 2026-2027

Phase 2 (longer) **Using common consonants and vowels Blending for reading and segmenting for spelling simple CVC words. Working on: Knowing that words are constructed from phonemes and that phonemes are represented by graphemes.** **Letter progression:** **Wk. 1: s a t** **Wk. 2: t i m** **Wk. 3: n o p** **Wk. 4: b c g h** **Wk. 5: d e f v** **Wk. 6: k l r u** **Wk. 7: j w z** **Wk. 8: x y ff** **Wk 9: ll ss zz** **Wk. 10-12: vcc /cvcc /ccvc/ccvcc Reading using all single letter graphemes and double letter digraphs in different combinations as above.** **(Phase 4 Adjacent consonants included in this phase with single graphemes.)**	**Phase 3: Consonant diagraphs** ***Learning of frequent consonant digraphs and some long vowel phonemes.*** **Wk. 13-18 Consonant diagraphs: ch/ sh /th/ ck wh/ ng qu/ tch ve** **Wk 19-22 2 syllables + ed +ing + le** **Wk. 23-36 Phase 3 and 4 Vowel graphemes: One week on each.** **ai ee oa ur** **ea ow oo igh oo (yoo)** **or oi ar air ear** **Rest of the term practise Including adjacent consonants and 2 syllable words e ding le** **CEWs matched to phonic books see YR Programme of Study**	**Graphemes:** **Wk. 1 ai=a, ay, ea, a-e, eigh** **Wk. 2 ee=e, ea, e-e, y, ie, ey** **Wk. 3 oa=o, ow, oe, o-e** **Wk.4 ur ir er** **Wk. 5 ea e ai** **Wk. 6 ow/ou** **Wk. 7 oo=o, u, ue, u-e,ew, ui** **Wk.8 igh=i, ie, y, i-e** **Wk.9 oo oul u** **Wk.10 or a aw au al** **Wk.11 oi/oy** **Wk 12. ar a al** **Wk 13. air=ere, ear, are** **Wk 14. ear=ere, eer** **Wk.15 f=ff, ph,gh ce/ci/cy** **Wk.16 j=/g/ge/dge** **Wk. 17-30 repeat graphemes (with additional books)** **Wk.31 split digraphs mix up** **Wk. 32 f ff ph gh /soft c** **Wk.33 soft g** **Wk.34 ue (u-e ue-ew u)** **Wk35.'o' (a ou au)** **Wk.36 'l' (ll el il el al le)** **Wk. 37 f (ff gh ph) + ture** **Wk. 38 tion cian** **Wk.39. sure sion**	**Graphemes/rules/CEWS weekly** **E.g.** **Wk. 1 ai=ay a a-e eigh** **CEWS: do to today was were** **Rules: Plurals + s y-I + es** **See year overview** **Extra phonic sessions are added to whole class or intervention depending on data from Y1.**