

Skills Progression: ENGLISH Writing



Skills	Year R	Year 1	Year 2	Year 3 & 4	Year 5 & 6
<p>Phonic & Whole word spelling children should:</p>	<p>Listen to and hear the sounds in CVC, CVCC and CCVC words. (LIT)</p> <p>Recall &/identify the taught GPCs (the letters that represent the sounds) (including some digraphs) on a grapheme mat and use this when writing. (LIT)</p> <p>Spell some taught common exception/ high frequency and familiar words. (LIT)</p>	<p>spell words containing each of the 40+ phonemes taught</p> <p>spell common exception words</p> <p>spell the days of the week</p> <p>name the letters of the alphabet in order</p> <p>use letter names to distinguish between alternative spellings of the same sound</p> <p>spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red</p> <p>make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations</p>	<p>segment spoken words into phonemes and represent these by graphemes, spelling many correctly</p> <p>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</p> <p>learn to spell common exception words</p> <p>distinguish between homophones and near-homophones</p>	<p>spell further homophones</p> <p>spell words that are often misspelt (Appendix 1)</p>	<p>spell some words with 'silent' letters</p> <p>continue to distinguish between homophones and other words which are often confused</p> <p>use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1</p>
<p>Other word building spelling children should:</p>		<p>Other word building spelling-use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p> <p>use the prefix un-</p> <p>use -ing, -ed, -er</p>	<p>learning the possessive apostrophe (singular)</p> <p>learn to spell more words with contracted forms</p> <p>add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p> <p>show awareness of silent letters in spelling e.g.</p>	<p>use further prefixes and suffixes and understand how to add them</p> <p>place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>use the first 2 or 3 letters of a word to check its spelling in a dictionary</p>	<p>use further prefixes and suffixes and understand the guidance for adding them</p> <p>use dictionaries to check the spelling and meaning of words</p> <p>use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</p>

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		<p>and –est where no change is needed in the spelling of root words</p> <p>apply simple spelling rules and guidance from Appendix 1</p>	<p>knight, write</p> <p>use –le ending as the most common spelling for this sound at the end of words</p> <p>apply spelling rules and guidelines from Appendix 1</p>		
Transcription children should:		<p>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>	<p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	
Handwriting children should:	<p>Develop their fine motor skills so that they can use a range of tools competently, safely and confidently (PD)</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient (PD)</p> <p>Form lower-case and capital letters correctly. (LIT)</p> <p>Know how to write the taught letters (LIT)</p>	<p>sit correctly at a table, holding a pencil comfortably and correctly</p> <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting ‘families’ and to practice these</p> <p>Produce recognisable letters and words to convey meaning</p> <p>another person can read writing with some mediation</p>	<p>form lower-case letters of the correct size relative to one another</p> <p>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>use spacing between words that reflects the size of the letters.</p>	<p>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>increase the legibility, consistency and quality of their handwriting</p>	<p>choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choose the writing implement that is best suited for a task</p>

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<p>Contexts for Writing children should:</p>	<p>Child initiated writing (in role, and for purpose)</p> <p>write narratives about personal experiences and those of others (real and fictional)</p> <p>write about real events write poetry write for different purposes</p>	<p>write narratives about personal experiences and those of others (real and fictional)</p> <p>write about real events write poetry write for different purposes</p>	<p>write narratives about personal experiences and those of others (real and fictional)</p> <p>write about real events write poetry write for different purposes</p>	<p>discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	<p>identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>
<p>Planning Writing children should:</p>	<p>Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)</p> <p>Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). e.g character, settings, object. (C&L)</p> <p>Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&L)</p>	<p>say out loud what they are going to write about</p> <p>compose a sentence orally before writing it</p>	<p>plan or say out loud what they are going to write about</p>	<p>discuss and record ideas</p> <p>compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>note and develop initial ideas, drawing on reading and research where necessary</p>

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<p>Drafting Writing children should:</p>	<p>To think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)</p>	<p>sequence sentences to form short narratives</p>	<p>write down ideas and/or key words, including new vocabulary</p> <p>encapsulate what they want to say, sentence by sentence</p>	<p>organise paragraphs around a theme</p> <p>in narratives, create settings, characters and plot</p> <p>in non-narrative material, use simple organisational devices (headings & subheadings)</p>	<p>select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p> <p>precising longer passages</p> <p>use a wide range of devices to build cohesion within and across paragraphs</p> <p>use further organisational and presentational devices to structure text and to guide the reader</p>
<p>Editing Writing children should:</p>	<p>To check written work by reading and make changes where necessary.(LIT)</p>	<p>re-read what they have written to check that it makes sense</p> <p>discuss what they have written with the teacher or other pupils</p>	<p>evaluate their writing with the teacher and other pupils</p> <p>re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>proofread to check for errors in spelling, grammar and punctuation</p>	<p>assess the effectiveness of their own and others' writing and suggest improvements</p> <p>propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proofread for spelling and punctuation errors</p>	<p>assess the effectiveness of their own and others' writing</p> <p>propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensure the consistent and correct use of tense throughout a piece of writing</p> <p>ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>proofread for spelling and punctuation errors</p>
<p>Performing Writing children should:</p>	<p>Think of, say and write a simple sentence, sometimes using a capital letter and full stop.</p>	<p>read their writing aloud clearly enough to be heard by their peers and the teacher</p>	<p>read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
<p>Vocabulary children should:</p>	<p>Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). (C&L)</p> <p>Talk about elements of a topic using newly introduced vocabulary and extending sentences</p>	<p>leave spaces between words</p> <p>join words and joining clauses using "and"</p> <p>Use familiar adjectives to add detail e.g. red apple, bad wolf</p>	<p>use expanded noun phrases to describe and specify</p> <p>attempt some varied vocab and use some varied sentence openings e.g. time connectives</p>	<p>extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p>	<p>use a thesaurus</p> <p>use expanded noun phrases to convey complicated information concisely</p> <p>use modal verbs or adverbs to indicate degrees of possibility</p>

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	<p>using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&L)</p>				
<p>Grammar children should:</p>	<p>To make writing exciting using wow words (adjectives). (LIT)</p> <p>To begin to know sentences can be extended using a joining word (conjunction) (LIT)</p>	<p>use regular plural noun suffixes (-s, -es)</p> <p>use verb suffixes where root word is unchanged (-ing, -ed, -er)</p> <p>use the un- prefix to change meaning of adjectives/adverbs</p> <p>combine words to make sentences, including using and sequence sentences to form short narratives</p> <p>separate of words with spaces use sentence demarcation (. ! ?)</p> <p>use capital letters for names and pronoun 'I')</p>	<p>use coordination (using or, and, or but) use commas in lists</p> <p>use sentences with different forms: statement, question, exclamation, command</p> <p>use subordination (using when, if, that, or because)</p> <p>use apostrophes for omission & singular possession</p> <p>use the present and past tenses correctly and consistently including the progressive form</p> <p>use extended simple sentences e.g. including adverbs and adjectives to add interest</p> <p>use some features of written Standard English</p> <p>Learn how to use selected grammar for Year 2</p> <p>Use and understand grammatical terminology when discussing writing</p>	<p>YEAR 3</p> <p>use the present perfect form of verbs in contrast to the past tense</p> <p>form nouns using prefixes</p> <p>use the correct form of 'a' or 'an'</p> <p>use word families based on common words (solve, solution, dissolve, insoluble)</p> <p>use fronted adverbials</p> <p>use conjunctions, adverbs and prepositions to express time and cause</p> <p>learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p> <p>YEAR 4</p> <p>use the present perfect form of verbs in contrast to the past tense</p> <p>form nouns using prefixes</p> <p>use the correct form of 'a' or 'an' use word families based on common words (solve, solution, dissolve, insoluble)</p> <p>use a wide range of fronted adverbials correctly punctuated</p> <p>use a wide range of conjunctions, adverbs and prepositions to express time and cause.</p> <p>learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>YEAR 5</p> <p>use the perfect form of verbs to mark relationships of time and cause</p> <p>use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>convert nouns or adjectives into verbs use verb prefixes</p> <p>use devices to build cohesion, including adverbials of time, place and number</p> <p>YEAR 6</p> <p>recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>use passive verbs to affect the presentation of information in a sentence</p> <p>use the perfect form of verbs to mark relationships of time and cause</p> <p>understand and use differences in informal and formal language</p> <p>understand synonyms & Antonyms</p> <p>use further cohesive devices such as grammatical connections and adverbials</p> <p>use of ellipsis</p>

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<p>Punctuation children should:</p>	<p>Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)</p>	<p>begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>develop understanding by learning how to use familiar and new punctuation correctly: Full stops and capital letters and question marks use sentence demarcation CL . ? Exclamation marks and commas in a list Apostrophes for contracted form and for possession</p>	<p>use commas after fronted adverbials</p> <p>indicate possession by using the possessive apostrophe with singular and plural nouns</p> <p>use and punctuate direct speech (including punctuation within and surrounding inverted commas)</p>	<p>YEAR 5 use commas to clarify meaning or avoid ambiguity in writing</p> <p>use brackets, dashes or commas to indicate parenthesis</p> <p>YEAR 6 use hyphens to avoid ambiguity</p> <p>use semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>use a colon to introduce a list punctuating bullet points consistently</p>
<p>Grammatical Terminology children should:</p>	<p>letter capital letter word sentence full stop</p>	<p>letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark</p>	<p>noun noun phrase statement question exclamation command compound adjective verb suffix adverb tense (past, present) apostrophe comma</p>	<p>YEAR 3 adverb preposition conjunction word family prefix clause subordinate clause direct speech consonant vowel letter inverted commas (or 'speech marks')</p> <p>YEAR 4 determiner pronoun possessive pronoun adverbial</p>	<p>YEAR 5 modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity</p> <p>YEAR 6 subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points</p>