

## Writing: Progression of Skills

Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	<p>To begin to develop an appropriate pencil grip (work towards tripod).</p> <p>Write recognisable letters mostly formed correctly beginning and ending in the correct place.</p>	<p>To demonstrate an effective pencil grip (tripod or modified tripod).</p> <p>Form all lower case letters at the correct orientation beginning and ending in the correct place.</p> <p>To understand which letters belong to which handwriting families and how they are formed in similar ways.</p> <p>To form letters at the correct relative size and placement in relation to the line.</p>	<p>Form all lower case letters at the correct orientation beginning and ending in the correct place.</p> <p>To form letters at the correct relative size and placement in relation to the line.</p> <p>To form all capital letters correctly.</p> <p>To correctly form digits 0-9.</p> <p>Beginning to join some groups of letters</p>	<p>Use diagonal and horizontal strokes needed to join letters and understand which adjacent letters are best joined.</p> <p>Ensure down strokes are parallel and equidistant.</p> <p>Ensure proper spacing so that ascender and descenders do not touch.</p>	<p>Use diagonal and horizontal strokes needed to join letters and understand which adjacent letters are best left un-joined.</p> <p>Ensure down strokes are parallel and equidistant.</p> <p>Ensure proper spacing so that ascender and descenders do not touch.</p>	<p>Use diagonal and horizontal strokes needed to join letters and understand which adjacent letters are best left un-joined.</p> <p>Ensure down strokes are parallel and equidistant.</p> <p>Ensure proper spacing so that ascender and descenders do not touch.</p> <p>Write legibly and fluently with increasing speed.</p> <p>To select the most appropriate writing implement.</p>	<p>Use diagonal and horizontal strokes needed to join letters and understand which adjacent letters are best left un-joined.</p> <p>Ensure down strokes are parallel and equidistant.</p> <p>Ensure proper spacing so that ascender and descenders do not touch.</p> <p>Write legibly and fluently with increasing speed.</p> <p>To select the most appropriate writing implement.</p>

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		<p>To form all capital letters correctly.</p> <p>To correctly form digits 0-9.</p> <p>Leave spaces between words</p>					
Spelling	<p>Spell words by identifying sounds and representing the sounds with a letter or letters.</p>	<p>Spell words containing the 40+ phonemes already taught.</p> <p>Spell Y1 common exception words (see phonics progression document)</p> <p>Spell the days of the week (including a capital letter)</p> <p>Use letter names to distinguish between alternative spellings of the</p>	<p>Continue to apply taught phonemes and corresponding graphemes to spell many words correctly.</p> <p>Begin to select the correct alternative grapheme for phonemes.</p> <p>Begin to spell some homophones and near homophones.</p> <p>Spell most Y1 and Y2 common</p>	<p>Apply prefixes mis, dis-, in-, im-, il-, ir- to negate the meaning of the root word.</p> <p>Apply the suffix -ous.</p> <p>Spell further homophones and near homophones (see spelling appendix).</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>Apply prefixes re-, sub-, inter-, super-, anti, -auto.</p> <p>To spell further homophones (see grammar appendix).</p> <p>To consistently apply all taught suffixes correctly (-ed, -ing, -ful, -less, -ness, -ment, -ous, -ly).</p> <p>Spell most of the Y3/4 common exception words correctly.</p>	<p>Spell some words with silent letters (eg. knight, psalm, solemn).</p> <p>Apply further suffixes correctly (-ate, -ise, -ify).</p> <p>Apply further prefixes (over-)</p> <p>Use knowledge of morphology and etymology of words to aid spelling.</p> <p>Use dictionaries to check the spelling and meanings of</p>	<p>To accurately apply all previously taught suffixes and prefixes.</p> <p>Apply further suffixes correctly (-able, -ible, -ably, -ibly) including when changes need to be made to the root word (see NC appendix).</p> <p>To spell many of the Y5/6 common exception words.</p> <p>Apply spelling rules listed in</p>

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		<p>same sound (eg. c/k).</p> <p>Use spelling rule for adding -s or -es for plural nouns.</p> <p>Apply the prefix -un.</p> <p>Apply the suffixes -ing, -ed, -er and -est where the root word does not need to be changed.</p> <p>Apply spelling rules listed in the appendix of the NC.</p> <p>To spell some words in the contracted form.</p>	<p>exception words.</p> <p>To spell more words in the contracted form putting the apostrophe in the correct place.</p> <p>Apply the suffixes -ment, -ness, -ful, -less and -ly.</p> <p>Apply spelling rules listed in the appendix of the NC.</p>	<p>Spell many of the Y3/4 common exception words correctly.</p> <p>Apply spelling rules listed in the appendix of the NC.</p>	<p>Apply spelling rules listed in the appendix of the NC.</p>	<p>words using first 2 or 3 letters.</p> <p>To spell many of the Y5/6 common exception words.</p> <p>Apply spelling rules listed in the appendix of the NC.</p>	<p>the appendix of the NC.</p>
<p>For grammar, punctuation and vocabulary objectives in more detail, refer to NC Appendix 2.</p>							
Grammar	Express ideas and feelings about experiences using past, present and future tenses (spoken language.)	<p>Word classes: noun and verb</p> <p>Use the pronoun 'I'</p>	<p>Word classes: noun, verb and adjective</p> <p>Use expanded noun phrases</p>	<p>Word classes: subject, nouns, verbs, adjectives, adverbs and pronouns</p>	<p>Word classes: subject, nouns, verbs, adjectives, adverbs and pronouns and</p>	<p>Word classes: subject, nouns, verbs, adjectives, adverbs and pronouns,</p>	<p>Word classes: subject, nouns, verbs, adjectives, adverbs and pronouns,</p>

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	<p>Make use of conjunction with modelling from teacher (spoken language).</p>	<p>Join words and clauses using 'and'.</p> <p>Write simple dictated sentences including GPCs and grammar taught so far.</p>	<p>to describe and specify.</p> <p>Use the simple present and past tenses correctly.</p> <p>Use the past and present progressive tense.</p> <p>Use co-ordinating conjunctions (or, and, but, so)</p> <p>Use subordinating conjunctions (when, if, that, because).</p>	<p>Use co-ordinating and subordinating conjunctions to write multi-clause sentences (when, if, that because, although).</p> <p>Use present perfect form of verbs in contrast to the simple past tense.</p> <p>Use prepositional phrases to express time and cause.</p> <p>Using the correct article (a/an) depending on the first letter of the next word (consonant or vowel).</p>	<p>further conjunctions.</p> <p>Choose nouns and pronouns for clarity and cohesion.</p> <p>Use prepositional phrases and adverbial phrases to express time and cause.</p>	<p>prepositions, determiners and further conjunctions.</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use modal verbs and adverbs to indicate degrees of possibility. (including understanding that adverbs can modify an adjective eg. ridiculously difficult).</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use relative clauses beginning with a relative</p>	<p>prepositions, determiners and further conjunctions.</p> <p>To use the passive form to affect the presentation of information in a sentence.</p> <p>When using the passive voice in a sentence, a form of the verb 'to be' must be used, as well as the past perfect form of a verb: e.g. It was eaten by the boy..</p> <p>It had been eaten (by...).</p> <p>It will be eaten (by...).</p> <p>Joe had been beaten (by...).</p>
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				Choose nouns or pronouns appropriately to create cohesion and avoid repetition		pronoun (who, which, where, when, whose, that) or with an omitted relative pronoun.	The date of the assembly was changed (by the school).  This is not passive (because of the verb 'to be' not used):  The date changed.
Punctuation		<p>Punctuate sentences using a capital letter and full stop.</p> <p>Use a question mark when needed and begin to use exclamation marks.</p> <p>Use a capital letter for specific names of people, places, days of the week and the personal pronoun I.</p>	<p>Correctly demarcate sentences with a full stop and capital letter.</p> <p>Use a capital letter for proper nouns.</p> <p>Use a question mark or exclamation where needed when writing sentences with different forms.</p> <p>To use commas to separate items in a list.</p>	<p>Use an apostrophe to show possession (singular).</p> <p>To punctuate direct speech (inverted commas only).</p>	<p>Punctuate fronted adverbials with a comma.</p> <p>Use an apostrophe to show possession (singular and plural).</p> <p>To punctuate direct speech.</p> <p>To demarcate clauses in a sentence with a comma where needed.</p>	<p>Use commas to indicate parenthesis.</p> <p>Use commas to demarcate clauses.</p>	<p>Use brackets, dashed and commas to indicate parenthesis.</p> <p>To use hyphens to avoid ambiguity.</p> <p>To use ellipsis to link ideas across paragraphs for cohesion.</p> <p>Use semi-colons, colons and dashes to mark boundaries</p>

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			<p>Use an apostrophe to indicate the contracted form of a word.</p> <p>Use an apostrophe to show singular possession.</p>				<p>between independent clauses.</p> <p>Use a colon to introduce a list.</p> <p>Punctuate bullet points consistently.</p>
Vocabulary	<p>Use recently introduced vocabulary when speaking.</p> <p>Make use of recently introduced vocabulary from stories, non-fiction, rhymes and poems to offer explanations for why things might happen.</p>	<p>Apply newly introduced vocabulary from reading and wider learning within their own writing.</p>	<p>Apply newly introduced vocabulary from reading and wider learning within their own writing.</p>	<p>To use knowledge of word families based on common words showing how words are related in form and meaning.</p> <p>Build and use a varied vocabulary.</p>	<p>To use knowledge of morphology and etymology of words to use new words in the correct context.</p> <p>Build and use a varied vocabulary.</p>	<p>To use a thesaurus to find synonyms for words.</p>	<p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <p>Understand how words are related by meaning as synonyms and antonyms.</p>

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Composition	Write simple phrases and sentences that can be read by others	<p>To orally rehearse sentences before writing.</p> <p>Sequence sentences to form short narratives.</p> <p>Re-read what they have written to check it makes sense.</p>	<p>Write narrative about personal experiences and those of others (real and fictional).</p> <p>Write about real events.</p> <p>Write poetry</p> <p>Write for different purposes (entertain, inform).</p>	<p>Plan writing by discussing texts similar to those they are going to write to understand its structure, vocabulary and grammar.</p> <p>Discuss and record ideas and key vocabulary.</p> <p>Compose and rehearse</p>	<p>Build and use a varied vocabulary.</p> <p>Use an increasing range of sentence structures.</p> <p>In narrative develop creation of settings, character and plot.</p>	<p>To use cohesive devices (including adverbials of time, place, number or tense choices).</p>	<p>Write independently, at length and with fluency, demonstrating competency of all the composition skills listed in pervious years.</p>

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			<p>Plan what they are going to write including writing down ideas and key words (including new vocabulary).</p> <p>Encapsulating what they want to say sentence by sentence.</p> <p>Proofread to check for spelling, grammar and punctuation errors.</p> <p>Make simple additions and corrections.</p>	<p>sentences orally.</p> <p>Build and use a varied vocabulary.</p> <p>Use a range of sentences with different forms (?!.)</p> <p>Organise paragraphs around a theme.</p> <p>In narratives, introduce creation of settings, character and plot.</p> <p>Introduce the use of simple organisational devices (such as headings and subheadings) in non-narrative material.</p> <p>Proofread for spelling and</p>	<p>Develop the use of simple organisational devices in non-narrative material.</p> <p>Assess the effectiveness of their own and others' writing suggesting improvements.</p> <p>Making changes to grammar and vocabulary to improve consistency including accurate use of pronouns in sentences.</p>		
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				punctuation errors.			
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