

<u>Knowledge and Skills Progression</u> Subject area: Writing

Knowledge and Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Fine Motor Skills ELG: Hold a pencil effectively in preparation for fluent writing – tripod grip in almost all cases. Develop the foundations of a handwriting style which is fast, accurate and efficient. Form lower-case and capital letters correctly. Know how to write	Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters. Form digits 0-9. Understand which letters belong to which handwriting 'families' and to practise these. Produce recognisable letters and words to convey meaning.	Form lower-case letters of the correct size relative to one another. 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. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. Use spacing between words that reflects the size of the letters.	Use the diagonal an that are needed to jo understand which le to one another, are b Increase the legibilit quality of their hand	rin letters and tters, when adjacent rest left unjoined. y, consistency and	Write legibly, fluent increasing speed. Choose which shape when given choices whether or not to jo Choose the writing i best suited for a tas	e of a letter to use and deciding in specific letters implement that is

	the taught letters.	Another person can read writing with some mediation.			
Writing purposes/ audience	Articulate their ideas and thoughts in well-formed sentences.	Discuss what they are writing and who they are writing for.	Write narratives about personal experiences and those of others (real and fictional) Write about real events. Write poetry. Write for different purposes.	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed.
Planning writing	Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). e.g. character, settings, object. Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of	Say out loud what they are going to write about. Compose a sentence orally before writing it.	Plan or say out loud what they are going to write about.	Discuss and record ideas. Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	Note and develop initial ideas, drawing on reading and research where necessary.

Drafting writing	conjunctions to offer extra explanation and detail with correct tenses. <u>Writing ELG:</u> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	Sequence sentences to form short narratives.	Write down ideas and/or key words, including new vocabulary. Encapsulate what they want to say, sentence by sentence.	Organise paragraphs around a theme. In narratives, create settings, characters and plot. In non-narrative material, use simple organisational devices (headings & subheadings)	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action. Précising longer passages. Use a wide range of devices to build cohesion within and across paragraphs. Use further organisational and presentational devices to structure text
Editing writing	sentences with words with known sound letter correspondences using a capital letter and a full stop. Re-read with an adult what they have written to	Re-read what they have written to check that it makes	Evaluate their writing with the teacher and other	Assess the effectiveness of their own and others' writing and suggest improvements.	and to guide the reader. Assess the effectiveness of their own and others' writing.
	check that it makes sense.		pupils. Re-read to check that their writing makes sense and that verbs to	Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensure the consistent and correct use of tense throughout a piece of writing.

		Begin to use a green pen with teacher support to edit writing.	indicate time are used correctly and consistently, including verbs in the continuous form.	Proofread for spelling and punctuation errors. <mark>Use a green pen to edit and improve</mark> writing independently.	Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
			Proofread to check for errors in spelling, grammar and punctuation.		Proofread for spelling and punctuation errors. <mark>Use a green pen to edit and improve</mark> writing independently.
Spelling	Listen to and how	Cur all su records	Use a green pen to edit writing with increased independency.	Liss Quarte an englister and au Quister and	
Speuing	Listen to and hear the sounds in CVC, CVCC and CCVC words.	Spell words containing each of the 40+ phonemes taught.	Segment spoken words into phonemes and represent these by graphemes,	Use further prefixes and suffixes and understand how to add them. Spell further homophones.	Use further prefixes and suffixes and understand the guidance for adding them. Spell some words with 'silent' letters.
	Spell words by identifying sounds in them and representing the	Spell common exception words. Spell the days of	spelling many correctly. Learn new ways of	Spell common exception words. Spell words that are often misspelt	Spell common exception words. Continue to distinguish between
	sounds with a letter or letters.	the week. Name the letters of	spelling phonemes for which one or more spellings are	(Appendix 1) Place the possessive apostrophe accurately in words with regular plurals	homophones and other words which are often confused.
	Spell some taught common exception/ high frequency and familiar words.	the alphabet in order. Use letter names to distinguish	already known, and learn some words with each spelling, including a few common	and in words with irregular plurals. Use the first 2 or 3 letters of a word to check its spelling in a dictionary.	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.
		alternative spellings of the same sound.	Learn to spell common exception		Use dictionaries to check the spelling and meaning of words.
			words.		Use the first 3 or 4 letters of a word to

		Spell words with				ring or both of these
		simple phoneme/	Learn to use the		in a dictionary.	
		grapheme	possessive			
		correspondence	apostrophe			
		accurately e.g. cat,	(singular)			
		dog, red.				
			Learn to spell more			
		Make phonetically	words with			
		plausible attempts	contracted forms.			
		at writing longer	0			
		words using	Distinguish			
		dominant	between			
		phonemes and	homophones and			
		common grapheme	near-homophones.			
		representations.				
			Add suffixes to			
		Use the spelling	spell longer words,			
		rule for adding -s	including -ment, -			
		or -es as the	ness, -ful, -less, -			
		plural marker for	ly.			
		nouns and the	ug.			
		third person	Show awareness			
		singular marker for	of silent letters in			
		verbs.	spelling e.g.			
			knight, write.			
		Use the prefix un	kiugiu, wiue.			
		Ose the prefix the	Lica la andina ac			
		lice ing ed em	Use –le ending as the most common			
		Use - ing, -ed, -er				
		and –est where no	spelling for this sound at the end			
		change is needed				
		in the spelling of	of words.			
		root words.	A multi an allin a			
			Apply spelling			
		Apply simple	rules and			
		spelling rules and	guidelines from			
		guidance from	Appendix 1.			
		Appendix 1				
Grammar	To make writing	Use regular plural	Use coordination	Use the present perfect form of verbs in	Use the perfect	Recognise

To begin to how sentences can be extended using, det, -erywhere root word is unchanged (-ing, ed, -ery)because) because)Chorse nouns or promouns appropriately for clarity and cohesion and to avoid inputtion.Use relative clauses beginning whore, when, whore, that or with an inplied (ife ormited) relative promun.Use passive vorths to affect the morestation of information, in a sentences, including using and sequence short narratives.Use the present and past tenses correctly and consistently including the progressive form.Use extended signed sentences, e.g. including.Use extended signed sentences, e.g. including.Use extended signed sentences, e.g. including.Use extended signed sentences, e.g. including.Use some features, of written.Use some features, of written.Use some features, adverbias.Use some features, of written.Use some features, of written.Use some features, of written.Use and understand.Use of glippisis. adverbias.Use of glippisis. adverbias.Use of glippisis. adverbias.Use some features e.g. including of written.Use and understand.Use and understand.Use of glippisis.	exciting using	noun suffixes (-s, -	(or, and, but)	contrast to the past tense.	form of verbs to	vocabulary and
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 serteices can be extended using a joining word; (coryunction) ed, -er) Use sentences with different forms: statement, question, ecclamity and cohesion and to avoid creating and setting. Use the un- prefix or change meaning of adjectives/ adverbs. Combine words for maratives. Combine words for maratives. Combine words for maratives. Combine words for maratives. Settences to radius adverbials. Use the present and past tenses including the progressive form. gli can adverbials. Use extended simple sentences e.g. including the progressive form. gli can adverbials adverbia and part particles and understand the grammatical terminology in English. Appendix 2 accurately and toppropriately and compropriately and appropriately approp		Use verb suffixes	(when, if, that,			formal speech and
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Punctuation		Separation of words with spaces Begin to punctuate sentences using capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names of people, places, the days of the week, and the personal pronoun 'I'	terminology when discussing writing. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in contractions. Apostrophes to mark singular possession in nouns (e.g. the girl's name)	Use of inverted comm punctuation to indic (e.g. a comma after clause; end punctua commas: <i>The condu</i> <i>down!</i> ") Apostrophes to mark (e.g. <i>the girl's name</i> , Use of commas after	ate direct speech the reporting tion with inverted <i>actor shouted, "Sit</i> e plural possession <i>, the girls' names</i>)	Use brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity.	Use of the semi- colon, colon and dash to mark the boundary between independent clauses (e.g. <i>It's</i> <i>raining; I'm fed</i> <i>up.</i>) Use of the colon to introduce a list and use of semi- colons within lists. Punctuation of bullet points to list information. Use hyphens to avoid ambiguity (e.g. <i>man eating</i> <i>shark</i> versus <i>man- eating shark</i> , or <i>recover</i> versus <i>re- cover</i>)
Grammatica l Terminology	sound, segment, blend, formation, capital letter, full stop, phoneme, digraph, phonics fingers, sound out, sentence, word.	letter, capital letter word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present)	adverb, preposition, conjunction word family, prefix clause, subordinate clause, direct speech, consonant, consonant letter	determiner pronoun, possessive pronoun adverbial	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity	subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

	apostrophe,	vowel, vowel letter	
	comma	inverted commas	
		(or 'speech marks')	