



Knowledge and Skills Progression

Subject area: **Writing**

Knowledge and Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Handwriting</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Fine Motor Skills ELG: Hold a pencil effectively in preparation for fluent writing – tripod grip in almost all cases.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Form lower-case and capital letters correctly.</p> <p>Know how to write</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 practise these.</p> <p>Produce recognisable letters and words to convey meaning.</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>Write legibly, fluently and with increasing speed.</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>			

	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.

	conjunctions to offer extra explanation and detail with correct tenses.				
Drafting writing	<p>Writing ELG: 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.</p> <p>Write short sentences with words with known sound letter correspondences using a capital letter and a full stop.</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>Précising 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>
Editing writing	<p>Re-read with an adult what they have written to check that it makes sense.</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</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>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>Begin to use a green pen with teacher support to edit writing.</p>	<p>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>Use a green pen to edit writing with increased independency.</p>	<p>Proofread for spelling and punctuation errors.</p> <p>Use a green pen to edit and improve writing independently.</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>Use a green pen to edit and improve writing independently.</p>
Spelling	<p>Listen to and hear the sounds in CVC, CVCC and CCVC words.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Spell some taught common exception/ high frequency and familiar words.</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>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</p> <p>Learn new ways of spelling phonemes for which one 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>Use further prefixes and suffixes and understand how to add them.</p> <p>Spell further homophones.</p> <p>Spell common exception words.</p> <p>Spell words that are often misspelt (Appendix 1)</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>Spell some words with 'silent' letters.</p> <p>Spell common exception words.</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>Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first 3 or 4 letters of a word to</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>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 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>Learn to use the possessive apostrophe (singular)</p> <p>Learn to spell more words with contracted forms.</p> <p>Distinguish between homophones and near-homophones.</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. 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>		<p>check spelling, meaning or both of these in a dictionary.</p>	
Grammar	To make writing	Use regular plural	Use coordination	Use the present perfect form of verbs in	Use the perfect	Recognise

<p>exciting using wow words (adjectives).</p> <p>To begin to know sentences can be extended using a joining word (conjunction)</p>	<p>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>(or, and, but)</p> <p>Use subordination (when, if, that, because)</p> <p>Use sentences with different forms: statement, question, exclamation, command.</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</p>	<p>contrast to the past tense.</p> <p>Form nouns using prefixes.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Use the correct form of 'a' or 'an' 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>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 (ie omitted) relative pronoun.</p> <p>Convert nouns or adjectives into verbs.</p> <p>Use verb prefixes.</p> <p>Use devices to build cohesion, including adverbials of time, place and number.</p>	<p>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>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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			terminology when discussing writing.				
Punctuation		<p>Separation of words with spaces</p> <p>Begin to punctuate sentences using capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p> <p>Capital letters for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in contractions.</p> <p>Apostrophes to mark singular possession in nouns (e.g. <i>the girl's name</i>)</p>	<p>Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation with inverted commas: <i>The conductor shouted, "Sit down!"</i>)</p> <p>Apostrophes to mark plural possession (e.g. <i>the girl's name, the girls' names</i>)</p> <p>Use of commas after fronted adverbials</p>	<p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. <i>It's raining; I'm fed up.</i>)</p> <p>Use of the colon to introduce a list and use of semi-colons within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>Use hyphens to avoid ambiguity (e.g. <i>man eating shark</i> versus <i>man-eating shark</i>, or <i>recover</i> versus <i>re-cover</i>)</p>	
Grammatical 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, comma	vowel, vowel letter inverted commas (or 'speech marks')			
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