



Writing Progression of Skills



	YR	Y1	Y2	Y3	Y4	Y5	Y6
National Curriculum content: Co-ordination and subordination	<p>Children are introduced to the words 'and' and 'because' through oral discussions</p> <p>Children begin to use capital letters and full stops to punctuate single sentences where they are introduced to 'high five' sentences (this is built upon in Year 1 where they will do this in paragraph and stories)</p>	<p>Joining words and joining clauses using <i>and</i></p>	<p>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) compound verb</p>	<p>Expressing time, place and cause using a conjunction (for example, <i>when, before, after, while, so, because</i>)</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if, because, although</i></p> <p>conjunction clause subordinate clause</p>	<p>Use of commas after fronted adverbials (where these are fronted adverbial clauses)</p>	<p>Use of commas to clarify meaning or avoid ambiguity ambiguity</p> <p>Brackets, dashes or commas to indicate parenthesis parenthesis bracket dash</p>	<p>Use of the semi- colon, colon and dash to mark the boundary between independent clauses (for example, <i>It's raining; I'm fed up</i>) semi-colon colon</p>

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National Curriculum content: Sentence types	<p>Literacy: Write simple phrases and sentences that can be read by others.</p> <p><i>Children begin to use capital letters and full stops to punctuate single sentences where they are introduced to 'high five' sentences (this is built upon in Year 1 where they will do this in paragraph and stories)</i></p>	<p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun</p> <p>letter capital letter punctuation full stop question mark exclamation mark</p>	<p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>statement question exclamation command</p>	<p>Introduction to inverted commas to punctuate direct speech</p> <p>direct speech inverted commas (or speech marks)</p>	<p>Use of inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, 'Sit down!'</i>)</p>	<p>Relative clauses beginning with <i>who, which, where, when, whose, that,</i> or an omitted relative pronoun</p> <p>relative pronoun</p> <p>relative clause</p> <p>cohesion</p>	<p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: <i>He's your friend, isn't he?</i>)</p>

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	<p><u>Part of the spelling progression</u> Regular plural noun suffixes -s or -es (for example, <i>dog, dogs; wish, wishes</i>), including the effects of these suffixes on the meaning of the noun</p> <p>singular plural</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>)</p>	<p>Expanded noun phrases for description and specification (for example, <i>the blue butterfly, plain flour, the man in the moon</i>)</p> <p>noun noun phrase compound adjective suffix</p> <p><u>Part of the spelling progression</u> Formation of nouns using suffixes such as -ness, -er and by compoundin g (for example, <i>whiteboard, superman</i>)</p> <p>Formation of adjectives using suffixes such as -ful, -less.</p> <p>Use of the suffixes -er, -est in adjectives</p>	<p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel (for example, a rock, an open box)</p> <p>prefix consonant vowel</p> <p><u>Part of the spelling progression</u> Formation of nouns using a range of prefixes (for example <i>super-, anti-, auto-</i>)</p> <p>Word families based on common words, showing how words are related in form and meaning (for example, <i>solve, solution, solver, dissolve, insoluble</i>)</p> <p>word family</p>	<p>The grammatical difference between plural and possessive-s</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (for example, <i>the teacher expanded to the strict Maths teacher with curly hair</i>).</p> <p>determiner</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>pronoun possessive pronoun</p>	<p>Using expanded noun phrases to convey complicated information concisely</p>	<p>How hyphens can be used to avoid ambiguity (for example, <i>man eating shark versus man-eating shark, or recover versus re-cover</i>)</p> <p>hyphen</p> <p>How words are related by meaning as synonyms and antonyms (for example, <i>big, large, little</i>)</p> <p>antonym synonym</p> <p>Continuing to use expanded noun phrases to convey complicated information concisely</p> <p>subject object</p>

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National Curriculum content: Adverbials			<p><u>Part of spelling progression:</u> Use of -ly in Standard English to turn adjectives into adverbs <i>adverb</i></p>	<p>Expressing time, place and cause using adverbs (for example, <i>then, next, soon, therefore</i>), or prepositions (for example, <i>before, after, during, in, because of</i>) <i>preposition</i></p>	<p>Fronted adverbials (for example, <i>Later that day, I heard the bad news.</i>) <i>adverbial</i></p> <p>Use of commas after fronted adverbials</p>	<p>Indicating degrees of possibility using adverbs (for example, <i>perhaps, surely</i>)</p> <p>Devices to build cohesion within a paragraph (for example, <i>then, after that, this, firstly</i>) <i>cohesion</i></p> <p>Linking ideas across paragraphs using adverbials of time (for example, <i>later</i>), place (for example, <i>nearby</i>) and number (for example, <i>secondly</i>)</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices</p> <p>Grammatical connections (for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>)</p>

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National Curriculum content: Verbs	<p>Communication and Language: Express their ideas and feelings about their experiences using full sentence including use of past present and future tenses and making use of conjunctions with modelling and support from their teacher.</p>	<p><u>Part of spelling progression:</u> Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un- changes the meaning of verbs and adjectives (negation, for example, <i>unkind</i>, or undoing: <i>untie the boat</i>)</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress (for example, <i>she is drumming, he was shouting</i>)</p> <p>verb tense past tense present tense</p> <p>Challenge vocab: present progressive past progressive</p>	<p>Use of the present perfect form of verbs instead of the simple past (for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>)</p> <p>Challenge vocab: present perfect</p>	<p>Standard English forms for verb inflections, instead of local spoken forms (for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>)</p>	<p>Indicating degrees of possibility using modal verbs (for example, <i>might, should, will, must</i>)</p> <p>modal verb</p> <p>Linking ideas across paragraphs using tense choices (for example, <i>he had seen her before</i>)</p> <p>cohesion</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p> <p><u>Part of spelling progression:</u> Converting nouns or adjectives into verbs using suffixes (for example, <i>-ate; -ise; -ify</i>)</p> <p>Verb prefixes (for example, <i>dis-, de-, mis-, over- and re-</i>)</p>	<p>Use of the passive to affect the presentation of information in a sentence (for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>)</p> <p>active passive subjunctive</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, <i>find out – discover; ask for – request; go in – enter</i>)</p> <p>Recognise and use vocabulary and structures that are appropriate for formal speech and writing, including the subjunctive forms</p>

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National Curriculum content: Cohesion	<p>Literacy: Write simple phrases and sentences that can be read by others.</p> <p>Communication and Language: Express their ideas and feelings about their experiences using full sentence including use of past present and future tenses and making use of conjunctions with modelling and support from their teachers.</p>	<p>Learning how to sequence a sentence to form short narratives .</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing (Link with teaching of verbs.) Past tense Present tense</p>	<p>Headings and sub-headings to aid presentation.</p> <p>Introduction to paragraphs as a way to group related material</p>	<p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition (Link with teaching of noun/noun phrases.) pronoun possessive pronoun</p> <p>Use of paragraphs to organise ideas around a theme</p>	<p>Devices to build cohesion within a paragraph (for example, <i>then, after that, this, firstly</i>) (Link with teaching of adverbials.)</p> <p>Linking ideas across paragraphs using adverbials of time (for example, <i>later</i>), place (for example, <i>nearby</i>) and number (for example, <i>secondly</i>) or tense choices (for example, <i>he had seen her before</i>). (Link with teaching of adverbials and verbs.)</p> <p>Using the perfect form of verbs to mark relationships of time and cause</p>	<p>How words are related by meaning as synonyms and antonyms (for example, <i>big, large, little</i>) (Link with teaching of noun/noun phrases.) synonym antonym</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>) and ellipsis</p> <p>Layout devices (for example, headings, sub-headings, columns, bullets, or tables, to structure text)</p> <p>cohesion</p>

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Sentence demarcation	<p>Literacy: Write simple phrases and sentences that can be read by others.</p> <p><i>Children begin to use capital letters and full stops to punctuate single sentences where they are introduced tot 'high five' sentences (this is built upon in Year 1 where they will do this in paragraph and stories)</i></p>	<p>How words can combine to make sentences</p> <p>Leaving spaces between words</p> <p>Using a capital letter for names of people, places, the days of the week and the personal pronoun 'I' (Link with teaching of sentence types.)</p> <p>word sentence letter capital letter punctuation full stop</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences question mark exclamation mark</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences (Link with teaching of sentence types.)</p>	<p>Continue encouraging demarcation of sentences accurately throughout, using capital letters, full stops, question marks and exclamation marks</p>	<p>Punctuating simple, compound and complex sentences accurately</p>		
Commas			<p>Commas to separate items in a list (Link with teaching of noun/noun phrases.) comma</p>	<p>Continue teaching of using commas to separate items in a list and extend this to work on lists of adverbials</p>	<p>Use of commas after fronted adverbials. (Link with teaching of adverbials)</p> <p>Continue teaching of using commas to separate items in a list and extend this to work on lists of adverbials</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>parenthesis bracket dash ambiguity</p>	<p>Continue teaching of using commas to separate items in a list and extend this to work on lists of adverbials and clauses</p>

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Apostrophes for contraction			<p>Apostrophes to mark where letters are missing in spelling apostrophe</p>	<p>Consolidate use of apostrophes for contraction</p>		<p>Consolidate use of apostrophes for contractions (this will link well with work on modal verbs, especially when writing dialogue). Opportunities linked to work on question tags</p>	
Apostrophes for possession			<p>Apostrophes to mark singular possession in nouns (for example, <i>the girl's name</i>). (Link with teaching of noun/noun phrases) apostrophe</p>	<p>Consolidate use of apostrophes to mark singular possession in nouns (for example, <i>the girl's name</i>)</p>	<p>Apostrophes to mark singular and plural possession (for example, <i>the girl's name, the girls' names</i>) (Link with teaching of noun/noun phrases.)</p>	<p>Consolidate use of apostrophes for possession</p>	<p>Consolidate use of apostrophes for possession</p>
Speech				<p>Introduction to inverted commas to punctuate direct speech direct speech speech mark or inverted commas</p>	<p>Use of inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted , 'Sit down!'</i>) (Link with teaching of sentence types.)</p>	<p>Consolidate using speech punctuation and layout correctly</p>	<p>Consolidate using speech punctuation and layout correctly</p>

	Y5	Y6
Other punctuation	Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	<p>Layout devices (for example, headings, sub-headings, columns, bullets or tables, to structure text) (To be taught through teaching and learning sequences) bullet point</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses (for example, <i>It's raining; I'm fed up</i>) (Link with teaching of co-ordination and subordination.) Semi-colon colon</p> <p>Use of the colon to introduce a list and use of semi-colons within lists (To be taught through teaching and learning sequences.) semi-colon</p> <p>Punctuation of bullet points to list information (To be taught through teaching and learning sequences.) bullet point</p> <p>How hyphens can be used to avoid ambiguity (for example, <i>man eating shark</i> versus <i>man-eating shark, or recover versus re-cover</i>) (Link with teaching of noun/noun phrases.) Hyphen</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p>

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Handwriting	<p>Physical development – fine motor skills: Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases.</p> <p>Writing: Write recognisable letters, most of which are formed correctly.</p> <p>Literacy: Write simple phrases and sentences that can be read by others.</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' (i.e. letters that are formed in similar ways) and to practise these.</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 [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]</p>	<p>Write legibly, fluently and with increasing speed</p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choosing the writing implement that is best suited for a task.</p>		

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Composition - plan	With the support of the teacher, encouraging children to say their sentence and count how many words are in their sentence before writing	Saying out loud what they are going to write about	Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own	Composing a sentence orally before writing it	Discussing and recording ideas	Noting and developing initial ideas, drawing on reading and research where necessary
			Encapsulating what they want to say, sentence by sentence			In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed		

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Composition – draft and write	Literacy: Write simple phrases and sentences that can be read by others.	Sequencing sentences to form short narratives	Writing narratives about personal experiences and those of others (real and fictional)	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
			Writing about real events	Organising paragraphs around a theme	Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
			Writing poetry	In narratives, creating settings, characters and plot	Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]	Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i> , <i>in contrast</i> , or <i>as a consequence</i>], and ellipsis	Linking ideas across paragraphs using a wider range of cohesive devices : repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand</i> , <i>in contrast</i> , or <i>as a consequence</i>], and ellipsis
			Writing for different purposes	In non-narrative material, using simple organisational devices [for example, headings and sub-headings]	Using a wide range of devices to build cohesion within and across paragraphs	Using a wide range of devices to build cohesion within and across paragraphs	Using a wide range of devices to build cohesion within and across paragraphs
			Writing down ideas and/or key words, including new vocabulary		Devices to build cohesion within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i>]	Devices to build cohesion within a paragraph [for example, <i>then</i> , <i>after that</i> , <i>this</i> , <i>firstly</i>]	Précising longer passages using a wide range of devices to build cohesion within and across paragraphs

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Composition – evaluate/edit	<p><i>Encouraging children to read their sentence back to an adult to check they have written a high five sentence (capital letter, full stop, lovely letters, finger spaces, makes sense)</i></p> <p><i>Children beginning to use sound mats and high 5 picture symbols to self-check work</i></p>	<p>Re-reading 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>Read aloud their writing clearly enough to be heard by their peers and the teacher</p>	<p>Evaluating their writing with the teacher and other pupils</p> <p>Re-reading 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>Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>Assessing the effectiveness of their own and others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing ensuring 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>Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</p>		