



Progression of Skills and Knowledge for Writing

Transcription

EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Sometimes gives meaning to marks as they draw and paint. Gives meaning to marks they make as they draw, write and paint.</p> <p>Begins to break the flow of speech into words.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other</p>	<p>Spell words containing each of the 40+ phonemes already taught</p> <p>Spell common exception words that have been taught</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>Use -ing and -ed, where no change is needed in the spelling of root words</p>	<p>Leave spaces between words</p> <p>Use capital letter for names</p> <p>Use capital letter for the personal pronoun 'I'</p> <p>Begin to punctuate sentences using a capital letter and a full stop</p> <p>Join words using 'and'</p> <p>Begin to punctuate sentences using a question mark</p> <p>Join clauses using 'and'</p>	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Form nouns using prefixes e.g. super, anti, auto</p> <p>Spell further homophones and understand their meanings</p>	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Place the possessive apostrophe accurately in words with regular plurals e.g. boys', girls' and in words with irregular plurals e.g. children's</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 English Appendix 1</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus</p> <p>Use further prefixes and suffixes and understand the</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 English Appendix 1</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use a thesaurus</p> <p>Recognise how words are related by meaning as synonyms and antonyms</p>



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<p>things such as labels, captions.</p> <p>Attempts to write short sentences in meaningful contexts.</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>They write some irregular common words.</p> <p>They write simple sentences which can be read by themselves and others.</p> <p>Some words are spelt correctly and others are phonetically</p>	<p>Spell the days of the week</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>Begin to spell words using contracted forms</p> <p>Can use the prefix un–</p> <p>Can add prefixes and suffixes using –er and –est where no change is needed in the spelling of root words</p> <p>Write from memory simple sentences dictated by the teacher that</p>	<p>Use a capital letter for days of the week</p> <p>Begin to punctuate sentences using an exclamation mark</p> <p>Use simple noun phrases (adjective + noun)</p> <p>Can use the following terminology from Appendix 2 to discuss their writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>	<p>Explore and accurately use word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Spell plural nouns of words ending in ‘o’.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>guidance for adding them e.g. dis-’, ‘de-’, ‘mis-’, ‘over-’ and ‘re-’</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 further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with ‘silent’ letters</p> <p>Continue to distinguish between homophones and other words which are often confused</p>
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	include words using the GPCs and common exception words taught so far					
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Composition (planning, drafting, editing)						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Attempts to write short sentences in meaningful contexts.</p>	<p>Say out loud what they are going to write about</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary</p> <p>Select basic ideas and content linked to the purpose of a task</p> <p>Re-read what they have written to</p>	<p>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</p> <p>When planning, write down ideas and/or key words, including new vocabulary</p> <p>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the</p>	<p>Writing is clear in purpose</p> <p>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>When planning, discuss and record ideas</p> <p>Compose and rehearse sentences orally (including dialogue),</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>Plan their writing by discussing and recording ideas</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Identify audience for, and purpose of, the writing</p> <p>Select the appropriate form and use other similar writing as models for their own</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Identify the audience for and purpose of the writing</p> <p>Select the appropriate form and use other similar writing as models for their own</p> <p>Evaluate and edit by assessing the effectiveness of</p>



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	<p>check that it makes sense</p> <p>Use simple prepositions</p>	<p>teacher and other pupils</p> <p>Re-read to check that writing makes sense e.g. verb tense</p> <p>Proof-read to check for errors in spelling, grammar and punctuation</p> <p>Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience</p> <p>Use adventurous vocabulary appropriate to task</p> <p>Use a range of prepositions (behind, before, above, along)</p>	<p>progressively building a varied and rich vocabulary</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>In narratives, creates settings, characters and plot</p> <p>Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier'</p> <p>Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation</p>	<p>In narratives, creates settings, characters and plot</p> <p>Writing is clear in purpose</p> <p>Use a varied and rich vocabulary</p> <p>Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary</p> <p>Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue)</p> <p>Use figurative language such as similes, alliteration to build a picture in the readers head</p>	<p>change and enhance meaning</p> <p>Evaluate and edit by assessing 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>Use expanded noun phrases to convey complicated information concisely</p> <p>In narratives, describe settings, characters and atmosphere</p> <p>Choose the appropriate register for the audience and purpose (formal or informal)</p>	<p>their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision</p> <p>Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out/ discover; find out/ request; go in/ enter</p> <p>In narratives, describe settings,</p>
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					<p>Viewpoint is established and generally maintained</p> <p>Use figurative language such as similes, alliteration, metaphors and personification in poetry</p> <p>Edit sentences by either expanding or reducing for meaning and effect</p> <p>Content is balanced e.g. between action/ description/ dialogue, fact and comment</p>	<p>characters and atmosphere</p> <p>Integrate dialogue to convey character and advance the action</p> <p>Use figurative language such as similes, alliteration, metaphors and personification in a range of writing</p> <p>Selects verb forms for meaning and effect e.g. deliberate change of tense</p> <p>Manage shifts in levels of formality within a text</p> <p>Select synonyms accurately for effect rather than as an alternative for an original word</p>
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Sentence structure						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begins to break the flow of speech into words.</p> <p>Attempts to write short sentences in meaningful contexts.</p>	<p>Compose a sentence orally before writing it</p> <p>Write a simple sentence starting with a personal pronoun</p> <p>Write a simple sentence starting with a noun/proper noun</p> <p>Write a simple sentence with straight forward subject/ verb agreement</p> <p>Write reliably formed simple and compound sentences</p>	<p>Write questions (beginning with who/ what/ when/ where/ how etc)</p> <p>Write statements</p> <p>Write exclamatory sentences starting with 'what' or 'how'.</p> <p>Write commands using the imperative form of a verb</p> <p>Use sentences with different forms: statement, question, exclamation, command</p>	<p>Draft and write an increasing range of sentence structures (simple and compound)</p> <p>Use some variation in sentence types (statement/ command/ question/ exclamation)</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex)</p>	<p>Compose and rehearse sentences orally (including dialogue)</p> <p>Use an increasing range of sentence length and structure</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>Make deliberate choices of sentence length and structure for impact on the reader</p> <p>Fronted prepositional phrases for greater effect</p> <p>Throughout the stormy winter ...</p> <p>Far beneath the frozen soil ...</p> <p>Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports</p> <p>Use a wide range of clause structures, sometimes varying their position within the sentence</p>	<p>Use a wide range of clause structures, varying their position within the sentence</p> <p>Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse / the window in the greenhouse was broken</p> <p>Use the structures typical of informal speech e.g. the use of question tags: He's your friend, isn't he?</p> <p>Use the structures appropriate for formal speech and writing e.g. subjunctive forms</p>



						such as 'If I were' or 'Were they to come'
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Vocabulary, grammar, punctuation						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
They write simple sentences which can be read by themselves and others.	Leave spaces between words	Use capital letters, full stops, question marks and exclamation to demarcate sentences	Use conjunctions to express time, place and cause	Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"	Proof-read for spelling and punctuation errors	Proof-read for spelling and punctuation errors
Some words are spelt correctly and others are phonetically plausible.	Use capital letter for the personal pronoun 'I'	Use coordinating conjunctions (or/and/but)	Use adverbs and prepositions to express time, place and cause	Use inverted commas to punctuate direct speech	Use relative clauses beginning with who, which, where, when, whose, that	Ensure the consistent and correct use of tense throughout a piece of writing
Uses vocabulary focused on objects and people that are of particular importance to them.	Begin to punctuate sentences using a capital letter and a full stop	Write expanded noun phrases to describe and specify	Know when to use 'a' and 'an'	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair	Use commas to clarify meaning or avoid ambiguity in writing	Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
Builds up vocabulary that reflects the breadth of their experiences.	Join words using 'and'	Use the present and past tenses correctly and consistently	Proof-read for spelling and punctuation errors	Understand the difference between	Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify'	Use correct subject and verb agreement when using singular and plural
Extends vocabulary, especially by grouping and	Begin to punctuate sentences using a question mark	Use -ly to turn adjectives into adverbs – slow/ slowly	Use irregular simple past-tense verbs e.g. awake / awoke		Ensure correct subject and verb agreement when using singular and plural	Use brackets, dashes or commas to indicate parenthesis
	Join clauses using 'and'				Use brackets, dashes or commas	



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<p>naming, exploring the meaning and sounds of new words.</p>	<p>Use a capital letter for days of the week</p> <p>Begin to punctuate sentences using an exclamation mark</p> <p>Use simple noun phrases (adjective + noun)</p> <p>Can use the following terminology from Appendix 2 to discuss their writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>	<p>Use subordinating conjunctions (when/ if /that /because)</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes to mark where letters are missing in spelling</p> <p>Use the suffixes – er, -est, in adjectives</p> <p>Use the progressive form correctly and consistently e.g he was shouting.</p> <p>Use apostrophes to mark singular possession in nouns</p> <p>Form nouns using suffixes –ness, -er and by compounding e.g.</p>	<p>Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play</p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Use fronted adverbials</p> <p>Use commas after fronted adverbials</p> <p>Use and understand the grammatical</p>	<p>plural and possessive -s</p> <p>Proof-read for spelling and punctuation errors</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Standard English forms for verb inflections instead of local spoken forms</p> <p>Use fronted adverbials followed by a comma</p> <p>Use the present perfect form of verbs in contrast to the past tense</p>	<p>to indicate parenthesis</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Use a colon to introduce a list</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: modal verb, relative pronoun, relative clause, parenthesis,</p>	<p>Use a colon to introduce a list</p> <p>Use a semi colon within lists</p> <p>Use semi colons, colons or dashes to mark boundaries between independent clauses</p> <p>Use hyphens to avoid ambiguity</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use modal verbs or adverbs to indicate degrees of possibility</p> <p>Punctuate bullet points consistently</p> <p>Use and understand the grammatical terminology in English Appendix 2</p>
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		<p>whiteboard, superman</p> <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma</p>	<p>terminology in English Appendix 2 in discussing their writing : preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted comma</p>	<p>Indicate possession by using the possessive apostrophe with plural nouns</p> <p>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: determiner, pronoun, possessive pronoun, adverbial</p>	<p>bracket, dash, cohesion, ambiguity</p>	<p>accurately and appropriately when discussing their writing and reading: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, comma, semi colon, bullet points</p>
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Handwriting						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Draws lines and circles using gross motor movements.</p> <p>Holds pencil between thumb and</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p>	<p>Form lower-case letters of the correct size relative to one another</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which</p>	<p>Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given</p>	<p>Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given</p>



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<p>two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Can copy some letters, e.g. letters from their name.</p> <p>Shows a preference for a dominant hand.</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 practise these.</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 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>letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting</p>	<p>letters, when adjacent to one another, are best left unjoined</p> <p>Is able to maintain fluency of writing and has sufficient stamina for typical written tasks</p> <p>Can correctly join letters in accordance with the school's agreed style</p> <p>Increase the legibility, consistency and quality of their handwriting</p>	<p>choices and deciding whether or not to join specific letters</p> <p>Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task</p>	<p>choices and deciding whether or not to join specific letters</p> <p>Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task</p>
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Evidence for greater depth						
Children can spell phonically regular words of more than one syllable as well as many irregular	There is no specific national guidance for working at greater depth for	Write effectively and coherently for different purposes, drawing on their	There is no specific national guidance for working at greater depth for Years 1, 3, 4, 5.	There is no specific national guidance for working at greater depth for Years 1, 3, 4, 5.	There is no specific national guidance for working at greater depth for Years 1, 3, 4, 5.	To use the full range of punctuation accurately.



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<p>but high frequency words.</p> <p>Children use key features of narrative in their own writing.</p>	<p>Years 1, 3, 4, 5. However, at St. Anselm's, we would use some of the following to begin to assess for greater depth in these year groups:</p> <p>Evidence that children are applying this standard of literacy across other areas of their learning.</p> <p>Children are applying their knowledge consistently, confidently and fluently.</p> <p>Children are beginning to use the next year group's punctuation objectives.</p>	<p>reading to inform their vocabulary and grammar.</p> <p>Make simple additions, revisions and corrections to their own writing.</p> <p>Use the punctuation taught in KS1 mostly correctly.</p> <p>Spell most common exception words.</p> <p>Use suffixes mostly correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly).</p> <p>Join letters in most of their handwriting.</p>	<p>However, at St. Anselm's, we would use some of the following to begin to assess for greater depth in these year groups:</p> <p>Evidence that children are applying this standard of literacy across other areas of their learning.</p> <p>Children are applying their knowledge consistently, confidently and fluently.</p> <p>Children are beginning to use the next year group's punctuation objectives.</p> <p>Being able to explain their thought process</p>	<p>However, at St. Anselm's, we would use some of the following to begin to assess for greater depth in these year groups:</p> <p>Evidence that children are applying this standard of literacy across other areas of their learning.</p> <p>Children are applying their knowledge consistently, confidently and fluently.</p> <p>Children are beginning to use the next year group's punctuation objectives.</p> <p>Being able to explain their thought process confidently eg a word choice</p>	<p>However, at St. Anselm's, we would use some of the following to begin to assess for greater depth in these year groups:</p> <p>Evidence that children are applying this standard of literacy across other areas of their learning.</p> <p>Children are applying their knowledge consistently, confidently and fluently.</p> <p>Children are beginning to use the next year group's punctuation objectives.</p> <p>Being able to explain their thought process</p>	<p>To accurately use semi-colons to mark boundaries between clauses.</p> <p>To accurately use colons to mark boundaries between clauses.</p> <p>To manipulate grammar structures and vocabulary to control the level of formality in my writing.</p>
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	Being able to explain their thought process confidently eg a word choice Moderate these children's writing across school and/or within the cluster		confidently eg a word choice Moderate these children's writing across school and/or within the cluster	Moderate these children's writing across school and/or within the cluster	confidently eg a word choice Moderate these children's writing across school and/or within the cluster	
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