

Writing Progression of Skills



Freemantle
Church of England
Community Academy



NAME

CLASS



Writing Journal

Writing Progression of Skills: Intention

We believe that communication, language and literacy underpins children's future learning and are fundamental to the overall development of the child and their access to the curriculum in all its aspects. Therefore, our approach to writing focuses on learners developing in the core foundations of writing in early education in order to be successful in practising and applying skills, knowledge and understanding acquired across all other areas of the curriculum.

'Good literacy skills provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives' (Education Endowment Foundation, 2017)

'All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised' (National Curriculum, 2014)

Because of a language deficit and high levels of EAL/N2E within our intake, in their early years, learners will be given a range of opportunities and experiences to develop and enrich their learning and language through focused/structured and unstructured/exploratory speaking and listening opportunities, exposure to high quality literature, planned and imaginative play whilst developing mark making and fine and gross motor skills. Exposure to a rich reading curriculum and opportunities to use speaking and listening skills continue and develop throughout KS1 and KS2 with carefully chosen literature (in the form of books, models and other examples of writing) providing a context and setting standards for exciting, engaging and challenging writing as well as providing rich vocabulary and exposure to a range of authorial styles.

We aim for each individual learner to view themselves as a writer and be able to draw the fundamental writing skills (such as transcription, spelling, handwriting, grammar and punctuation, vocabulary) in order to express themselves and their ideas across all areas of the curriculum as well as viewing the explicit subject positively, recognising its importance in wider life – both in their present situation and in their future aspirations.

Reading and writing are not isolated skills. Therefore, our curriculum and delivery of writing lessons routinely encourages and allows learners to draw upon reading to inspire and excite them as well as support, develop and extend the quality of their writing; there are reoccurring and frequent links made between/across books/reading materials, the teaching of reading, and writing.

Writing Progression of Skills: Golden Threads

Composition	Transcription & Handwriting	Vocabulary	Grammar	Punctuation	Spelling
Initially, learners must have the chance to experience different scenarios and use language orally within different situations. This will progress to learners developing an awareness of purpose, audience and tone in order to write effectively to achieve prescribed writing tasks or to write for their own needs/desires/motives.	Initially, learners must develop early writing skills and understand print as a form of communication. This will progress to learners being able to communicate their ideas effectively in writing, organising their ideas with legible handwriting clearly so that they can be read by others.	Throughout their education, learners should be exposed to a wealth of vocabulary and have opportunities to apply this vocabulary orally (initially) and then in writing. Learners must draw upon their reading and experiences in order to enhance their writing. In the context of our academy, there is a language deficit so speaking and listening, role play and a rich literature play an invaluable role in facilitating vocabulary development.	Initially, learners must use language patterns and sentences structures accurately in their speaking. Learners will then progress to writing effectively using appropriate and advancing grammar skills in order for their writing to be understood. In the context of our academy, EAL pupils will often need focused grammar teaching in order to write with accurate structure and tense.	Initially, learners must understand how to express 1 idea verbally. This knowledge will support learners in being able to punctuate their ideas accurately in order to communicate meaning in a written form.	Initially, learners must have an awareness of sounds in their environment and being able to orally segment words into sounds. Learners should progress to being able spell words accurately in order to communicate their ideas effectively. The application of phonics in the first instance is imperative to establishing a solid foundation for spelling before spelling rules and alternative representations are explored.

Planning	Editing	Performing
Initially, learners must use planned play to enable them to develop ideas. These early skills will support learners as they come to understand the skills in planning that are necessary in order to develop coherent writing that is well-structured.	Learners must develop editing skills in order to check over and improve their written work so that errors and ineffectiveness does not detract from achieving the desired purpose.	Pupils must be able to share their written work with others.

Writing Progression of Skills: Genre

- BOLD – genre or type of writing is written for the first time
- RED – genre becomes defunct, is advanced within something else rather than remaining standalone.
- Speaking & listening or reading only.

	1	2	3	4	5	6
Inform/ Guide the Reader	<ul style="list-style-type: none"> • Recount (simple account) • Instructions • Fact file 	<ul style="list-style-type: none"> • Recount (diary, letter) • Instructions • Non-chronological report 	<ul style="list-style-type: none"> • Recount (diary, letter) • Instructions • Explanation • Non-chronological report 	<ul style="list-style-type: none"> • Recount (diary, letter, newspaper) • Explanation • Non-chronological report 	<ul style="list-style-type: none"> • Recount (diary, letter, newspaper) • Explanation • Non-chronological report 	<ul style="list-style-type: none"> • Recount (diary, letter) • Explanation • Non-chronological report • Online newspaper • Biography
Entertain/ Engage Readers	<ul style="list-style-type: none"> • Stories (Including Retellings) • Poetry • Setting Description • Character Description 	<ul style="list-style-type: none"> • Stories (including writing in role) • Poetry • Setting Description • Character Description 	<ul style="list-style-type: none"> • Stories (including writing in role and dialogue) • Poetry • Setting Description • Character Description 	<ul style="list-style-type: none"> • Stories (including writing in role) • Poetry • Setting Description • Character Description 	<ul style="list-style-type: none"> • Narrative (including writing from multiple perspectives in role) • Poetry • Setting Description • Character Description 	<ul style="list-style-type: none"> • Narrative (including writing from multiple perspectives in role) • Poetry • Setting Description • Character Description
Influence/ persuade Readers	<ul style="list-style-type: none"> • Poster • Simple object description • Simple advert 	<ul style="list-style-type: none"> • Advert • Poster 	<ul style="list-style-type: none"> • Advert • Letter to bring change 	<ul style="list-style-type: none"> • Speech • Letter to bring change 	<ul style="list-style-type: none"> • Speech • Letter to bring change /of application 	<ul style="list-style-type: none"> • Speech/campaign • Letter to bring change/of application
Discuss and present arguments/ information to the reader	<ul style="list-style-type: none"> • S/L/R explore how others/characters might think, feel and react differently from themselves and from each other 	<ul style="list-style-type: none"> • S/L/R recognise, that different people & characters have different thoughts/feelings about views on and responses to particular scenarios 	<ul style="list-style-type: none"> • ^ 1 sided argument (persuade reader) • S/L/R explore how different views might be expressed/explained/justified • Drama: Debates 	<ul style="list-style-type: none"> • ^ 1 sided argument (persuade reader) • S/L/R Speaking & Listening: Debates • recognise the difference between a single (biased) viewpoint and something more objective and balanced. • Drama: Debates 	<ul style="list-style-type: none"> • Balanced argument/discussion text 	<ul style="list-style-type: none"> • Balanced argument/discussion text • Balanced newspaper article (could be in an online format)

Writing Progression of Skills:

Composition

Initially, learners must have the chance to experience different scenarios and use language orally within different situations. This will progress to learners developing an awareness of purpose, audience and tone in order to write effectively to achieve prescribed writing tasks or to write for their own needs/desires/motives.

Writing Progression of Skills: Composition

- Know many nursery rhymes.
- Be able to talk about familiar books, and be able to retell a long story.
- Engage in extended conversations about stories, learning new vocabulary.
- Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- Begin to develop complex stories using story sacks, small world equipment, like animal sets, dolls and dolls houses etc.



- Copy their name or write the first 1 or 2 letters to label work.
- Uses some of their print and letter knowledge in their early writing, for example:

writing a pretend shopping list that starts at the top of the page

butter
flour
milk
cheese
bread
eggs

Making marks that represent a name on a badge for a toy or teddy bear



Completing a pretend party invitation, making marks that represent a name and simple words that relate to a party.



Completing a pretend postcard or letter, making marks that represent a name and words about the holiday/event



Writing Progression of Skills: Composition

- Engage in extended conversations and listen to reading in order to learn new vocabulary.
- Write labels and simple captions about familiar objects, items, people or experiences.
- Write a list for a purpose, for example:



Writing a shopping list for a party.

butter
flour
milk
cheese
bread
eggs

Writing a card for a celebration



Writing an invitation for a party/event.



Writing a postcard or short letter about an experience.



Writing a menu in a café/restaurant role play scenario.



- Articulate their ideas and thoughts in well-formed sentences, including the use of simple conjunctions.
* *sentences containing subject, verb & object.*

"I played with Sam."

"I played with Sam but she played with Fred."

- Describe events in some detail (verbally), including adjectives.

"I held the duck. It was soft and fluffy."

"I went to the beach and it was sunny."

- Use talk to help work out problems and organise thinking and activities, *including the use of questions that start with who, what, when and where.*
- Explain how things work and why they might happen.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Write short sentences with words in response to a story or experience.
- Take part in simple pretend play, using an object to represent something else even though they are not similar.

Writing Progression of Skills: Composition

1

- Write a sequence of connected events in appropriate order and in some cases, linked to their own experience.

- Use Simple sequential vocabulary:

First

Next

Then

After that

Finally

- Compose sentences in order to form narratives, writing stories that have a beginning, middle and an end.

- Use story language e.g. once upon a time / just then / suddenly to make writing more interesting.

- Use different words to start sentences in story writing.

- Show indication of basic purpose or form in their writing (see genre grid on slide 3)

- Use simple descriptive language.

- Write factual sentences for relevant text types.

Southampton has a large football stadium.

Polar bears paws are the size of dinner plates.

- Write sentences about pictures and objects, using adjectives to describe them.

- Begin to differentiate between past and present tense to suit purpose

- Use simple positive or negative vocabulary.

The pollution is causing a terrible mess.

Nature is a beautiful thing.

- Use simple imperative (bossy) verbs to convey urgency.

First, get a bowl.

You must leave now.

- Use bullet points to list items for relevant genres.

- Use noun phrases which inform.

Next, add the broken wings to the pile.

- Write poems, working with given rhyming words.

Evidence of an ability to comment both orally and in writing on the different features of fiction and non-fiction text types covered

Writing Progression of Skills: Composition

2

- Write narratives (about real or fictional events) developing a sequence of sentences with some varied sentence openers.
- Write narratives with a beginning, trigger/problem, middle and an end.
- Use the structures of other stories to support my own narrative writing.
- Write narratives that include structured/sequences events and appropriate characters.
- Use word choices and develop characters and/or settings to make my writing more interesting.
- Write poems using simple rhyme and repetition.
- Write for different purposes (within the framework of entertain and engage, inform and guide or influence and persuade)
- Write about real events in a chronological order.
- Use the layout structures for non-fiction genres.
- Use word choices and develop characters and/or settings to make my writing more interesting.
- Use description (with prepositions) that provides detail about different parts of an object, place, person or thing.

The car had shiny metal paintwork on the outside and modern chrome touches all around the interior.

- Use similes that have been discussed with a teacher or developed independently.
- Use rhetorical questions to engage the reader that start with: did/do you have you

The sky was a blue like the ocean

Do you want this to continue?

Have you ever wanted fly high up in the sky?

- Use exclamatory sentences where appropriate (see grammar page for appropriate formation requirements for exclamations).
- Use positive or negative noun phrases which influence opinion

The fire is dangerous and relentless.

The hotel has stunning views and modern furniture.

- Expanded noun phrases for description and specification (the blue butterfly or the man in the moon)

Explains the features/differences of different genres within writing books or orally in discussion.

Writing Progression of Skills: Composition

3

- Organise writing in paragraphs, grouping related materials or themes
- Write narratives with a simple beginning, middle and end, creating characters, settings and plots
- Write effectively for a range of purposes, using features of the genre I am writing in.
- In non-fiction writing, use organisational features such as logical sections, titles, sub-titles/headings bullet points & labelled diagrams to structure text and aid presentation.
- Use a range of sentence openers and an increasing range of sentence structures (simple, compound & complex).
- Use expanded noun phrases to inform.
- Use inverted commas for direct speech in fiction writing.
- Use of 2nd person You must believe that this is the right thing to do. e.g. Up...Up...Up.
It got colder and colder and colder...
- Use planned repetition for impact This situation has caused destruction. Destruction that we will never fix.
- Include facts & statistics appropriate to the genre of writing. Chewing gum burns 11 calories per hour.
- Use imperative verbs with accompanying adverbs to convey urgency. We must immediately fix the problem.
- Use fronted adverbials to show how/when an event occurs.
Peacefully, the bird flew out the window. After the light had faded, they snuck out the door.
- Use more detailed expanded noun phrases to add detail & description (including adjectives, more specific nouns, prepositions and subordination to add additional detail).
In the middle of the beautiful tropical gardens were 3 grey stone tiles that had been dug up from the ground.
- Use nouns & pronouns for clarity and cohesion
Her mother Pauline is a complete witch. She could often be found punishing their poor dog just because she'd lost her temper. Pauline is just pure evil.
- Explore the use of personification of objects within settings, applying simple ideas. The trees were dancing in the wind.

Writing Progression of Skills: Composition

- Select the main features from a given model, creating checklists (including sentence level features)
- Organise writing in paragraphs, grouping related materials or themes and choosing appropriate titles if sub headings are appropriate.
- Use appropriate headings, sub-headings to structure texts and make information clear and cohesive
- Write for a range of purposes, adapting style, tone and formality to use a more varied and rich vocabulary.

Create character descriptions designed to provoke sympathy or dislike in the reader.
- Write narratives using the main features, including an opening to establish characters and setting, a complication and resulting events, a resolution and/or ending and dialogue to enhance the storyline. Move beyond a sequence of events, describing the setting, plot and character with appropriate, engaging detail.
- Use a variety of sentence structures, exploring the range of year 4 conjunctions for complex sentences (see vocabulary page) in order to work towards achieving a specific impact/purpose.
- Use a range of openers and adverbials to develop cohesion (see Year 4 vocabulary)

She had forgotten her letter. **Consequently**, she was not able to go on the trip.
- Use inverted commas for direct speech in fiction with well-chosen verbs supporting details such as adverbs or adverbial phrases.

"Get away from the fire," screamed Mary at the top of her lungs. "Good afternoon Sam," mumbled Helen in a grumpy tone.
- Use inverted commas in non-fiction writing.

A wildlife expert warned, "Polar Bears face increasing challenges due to global warming."
- Use more expanded fronted adverbials to show how/when/how often/where an event occurs.

With brutal force, she forced open the lock. Before the sun rose at 6 o'clock, she tiptoed towards the mirror.

Every Wednesday without fail, she visited the library. Before the sun rose at 6 o'clock, she tiptoed towards the mirror.
- Use more detailed expanded noun phrases to add detail & description (including/selecting from hyphenated adjectives, specific nouns, prepositions and subordination to add additional detail).

The turquoise crystal-clear Mediterranean Sea stretched closer to reach for her feet.
- Use nouns/pronouns to avoid repetition and aid argument/intention.

Her cat Felix is a completely crazy. She's always scratching or chasing something or someone. Felix isn't a cat I'd like to look after because that crazy thing needs an army to control it properly.
- Use short sentences for emphasis.

Darkness filled the room, her heart was racing and felt as if it was beating out of her chest. She saw something.
- Use expanded noun phrases with prepositions to inform more effectively.

The large, wide-bodied 747 aircraft is no longer used by airlines.

Writing Progression of Skills: Composition

5

- Use models and similar writing to support and develop own ideas for writing.
- In narratives, consider how the author has developed characters and settings, demonstrating an awareness in their own writing.
- describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.
- Use well-considered dialogue that shows an awareness of characterisation and/or advances action. Use well-chosen verbs and supporting details such as adverbs or adverbial phrases and subordination or relative clauses to include further detail.

“I’m absolutely not terrified of spiders. If I even see one on TV, I’m fine, absolutely fine ” grimaced Ruby who was trying desperately not to shake as an image of the 8 legged creature entered her head.

- Consider the organisation of sentences to include age-appropriate vocabulary, grammar and punctuation (see vocabulary, grammar and punctuation (5) slides.

- Use a variety of sentence length, structures and subjects to provide clarity and emphasis.

Simple, compound, complex and multi clause sentences.

- Use some features of sentence structure to build up detail or convey shades of meaning (to interest reader)

I am in total disbelief and extremely upset with the lack of action on this issue.

- Link ideas across paragraphs using adverbials of time, place and number & use devices to build cohesion across paragraphs or verses (e.g. secure use of pronouns and openers – see Year 5 vocabulary)
- Ensure writing uses an appropriate range of figurative language to enhance the narrative.

Well-considered personification

Well-considered metaphorical language

Well-formed similes

- Maintain a clear purpose cross a range of writing with all features of chosen form/genre used to gain readers’ interest
- Write narratives to include most elements (introduction, build up, main-event, resolution and ending) including action & dialogue
- Develop an appropriate style across most writing.
- Use layout devices (headings, subheadings , bullet points)
- Maintain a clear viewpoint and, in discussion texts, make clear choice about how to provide a balanced viewpoint.
- Show the skills of refinement and control in making choices about plot development, vocabulary choices and inclusion of information.

Writing Progression of Skills: Composition

6

Page 1

- Draw upon reading and research to note and develop initial ideas.
- Consider how authors develop characters and setting and apply to own writing.
- Select age-appropriate grammar and vocabulary, using choices to enhance meaning and match formality required
- Describe settings, characters, and atmosphere and integrate dialogue to convey characters and advance action.
- Précising longer passages of writing (Giving all the important points of a passage but using fewer words.)
- Use a wide range of devices to build cohesion within and across paragraphs
- Use further organisational devices (paragraphs, headings, sub-headings, bullet points, underlining)
- Use a range of clause structures, sometimes varying their position within a sentence
- In fictional writing, personal comments, flash backs and hooks may be used to engage the reader.
- Identify ways to manipulate narrative viewpoint, e.g. by having a different character taking over the story-telling, and know the effect of this.
- Use description for precision rather than to create an emotional response.
- Use conditionals, e.g. using if...then, might, could, would, and their persuasive uses, e.g. in deduction, speculation, supposition
- Use of subjunctive forms such as If I were prime minister, I would..., If we were to take collective responsibility...
- Use passive verbs to affect the presentation of information in a sentence e.g.

As soon as all the bags **were packed** they **ran** extremely fast to where Lauren's mum's BMW **was parked** and they **set off**

- Some shaping of paragraphs evident e.g. highlight or prioritise information, build tension or interject comment
- Use devices to build cohesion e.g. repetition of a word/phrase, positioning of a pronoun prior to the noun, adverbials, clause structure

Use of pronouns prior to the noun:
The girl stared at the present... She knew what it was ...as soon as she opened the surprise

Repetition of concepts:
Repetition of a concept: ocean blue eyes... tears like raindrops... deep blue eyes... sea of tears

Repetition in clause structure:
everything started to shake... everything started to disappear...everything was gone

Writing Progression of Skills: Composition

6
Page 2

- Integrate dialogue to convey character and advance the action
- Select verb forms for meaning and effect. For example past to present tense

He raced down the creaking stairs – even the seventh one makes an ear splitting creak.

- Explore how the passive can be used to: avoid personalisation; avoid naming the agent of the verb; add variety to sentences or to maintain an appropriate level of formality for the context and purpose of the report.

Sparrows are found in Sharks are hunted Gold is highly valued

- Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision e.g.

Unfortunately, World War II was the most destructive conflict in history. It cost more money, damaged more property, killed more people, and caused more far-reaching changes than any other war in history

- Use description for precision rather than to create an emotional response

Television started in 1936, but very few people had a TV set. Instead, families listened to the radio or “wireless”.

- Manage use of passive and active voice.

Explore how the passive can be used to gain support of an audience without dictating who should be responsible for making that action happen, therefore making the action seem less daunting e.g. the invaders must be stopped...

Consider how the alternative (in the active voice) might not be so effective in harnessing the support of the audience, for example, we (or you) must stop the invaders...

- Use a range of cohesive devices, within and across sentences and paragraphs e.g.

Use a question to open paragraphs, linking of interrogative structures e.g. Bored?... Why not take a break?...

Subject reference chains e.g. our town, the centre, the market square...

- Use passive verbs to affect the presentation of information in a sentence

A visit was arranged by the school... Our lunch was eaten by the dog.

- Explore how passives can be used to create dramatic cliff hangers.

It was at this point that his life was thrown out of control...

- Use of opening and closing lines of paragraphs support movement across the text

The encounter affected him deeply and so he decided to focus his efforts on helping destitute children. In 1870, Barnardo opened his first shelter for homeless boys in

Writing Progression of Skills: Composition

- Introduce questions for discussion, for example

the pressing issue now is: what should happen to...?"

- Introduce a quotation to support a viewpoint

supporters of this view often refer to the well-known proverb: treat others as you would wish to be treated.

Writing Progression of Skills:

Vocabulary

Throughout their education, learners should be exposed to a wealth of vocabulary and have opportunities to apply this vocabulary orally (initially) and then in writing.

Learners must draw upon their reading and experiences in order to enhance their writing. In the context of our academy, there is a language deficit so speaking and listening, role play and a rich literature play an invaluable role in facilitating vocabulary development.

Writing Progression of Skills: Vocabulary

	Nursery	Reception
	<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. Orally apply some knowledge of tense but not yet show an awareness of irregularities such as: 'runned' for 'ran', 'swimmed' for 'swam'. Orally identify familiar objects and properties for practitioners when they are described. <div>'Katie's coat', 'blue car', 'shiny apple'</div> Join in on known phrasing in songs , <div>e.g. 'Twinkle, Twinkle Little Star'.</div> Orally use more complex sentences to link thoughts (e.g. using and, because). Questions why things happen and gives explanations. Asks e.g. who, what, when, how as isolated words. <div>Adult or story stimulus: The man was very tired Child: Why?</div> Orally explores a range of tenses <div>play, playing, will play, played</div> Orally uses vocabulary focused on objects and people that are of particular importance to them. <div>e.g. My favourite bear. My kind daddy. My silly dog.</div> Builds up vocabulary that reflects the breadth of their experiences. <div>e.g. Child makes jelly and uses words such as: wobbly, strawberry</div> 	<ul style="list-style-type: none"> Engage in extended conversations and listen to reading in order to learn new vocabulary. Use new vocabulary in different contexts - learn and include new vocabulary orally in different contexts throughout the day and attempt to include it in writing. Begin to use some story language, such as 'Once upon a time...' <div>'Once upon a time'</div> Orally Connect one idea or action to another using a range of conjunctions. <div>Conjunctions: and but or so because</div> Remember and sing entire songs and draw upon vocabulary to use orally in other situations/conversations. Orally retell stories and narratives using their own words and recently introduced vocabulary. Orally use language to imagine and recreate roles and experiences in play situations. Orally develop use of tenses to use past, present and future forms accurately when talking about events that have happened or are to happen in the future. <div>She baked a cake... She bakes a cake... She will bake a cake.</div> Orally ask questions using who, what, where, when, why and how <div>Who is poorly today? What is for lunch? Where is the fruit? When are we going outside? Why is she shouting? How old is the cat?</div> Orally use determiners: <div>the / a, my, your, an, this, that, his, her, their, some, all</div> Orally use prepositions: <div>up, down, in, into, out, to, onto</div> Orally apply adjectives, knowing they are providing more detail or describe <div>The big red box is in the cupboard.</div>

Writing Progression of Skills: Vocabulary

1

- Use simple descriptive language. Beautiful day Sweet taste
- Story language from shared stories is used, such as once upon a time, in the end, one sunny day etc
- Use new vocabulary and patterned phrases from their reading/own wider experiences/discussions to help engage the reader
- Use simple but adventurous vocabulary in narrative writing The dragon roared down the pat.
- Use new vocabulary from their shared or independent reading and supported research or research material (e.g. videos)
- Apply vocabulary collected from cross curricular learning with accuracy.
- Use imperative verbs (commands) accurately Stir the mixture.
- Explore opinion stems I think... I feel..

Conjunctions:

and

To entertain and engage

use *adverbials*:

- First Then Next After Later Finally
- The next day...

To influence and persuade:

- use simple sequential vocabulary: First Next Then
- Use simple positive or negative vocabulary.
- Use simple imperative (bossy) verbs to convey urgency.

To inform and guide:

use *adverbials*:

- First Firstly Next After Later Finally

Writing Progression of Skills: Vocabulary

2

- Use expanded noun phrases to describe , specify and interest the reader
- Record and use new vocabulary and patterned phrases gathered from reading.
- Use of some technical words in non-fiction text types. The forest canopy The vines
- Use of simple/comparative adjectives and well chosen verbs in narratives.
- Expanded noun phrases for description and specification (the blue butterfly or the man in the moon)
- Some use of simple adverbs
- Use adventurous vocabulary in narrative writing e.g. adjectives, verbs and adverbs The dragon thundered furiously down the pat.
- In non-fiction writing, Use factual adjectives to give significant detail, often clarifying colour, position or size
scaly bodies, long swishy tails, black hair at the end
- Collect and use examples of noun phrases to generalise and consider their meaning most butterflies, some insects, all hedgehogs
- Use persuasive vocabulary, e.g. strong, positive words and phrases
- Use expanded noun phrases to describe as well as specify large bucket, sharp scissors, thick card..
- Generate and apply synonyms for over-used imperative verbs chop / slice / cut
- Explore and generate negative commands, Do not...

Conjunctions:

but so or when because
that if

To entertain and engage

use adverbials:

- First Then Next After Later Finally
- The next day... A few weeks later....
A few days later....

To influence and persuade:

- Use simple sequential vocabulary: First Next Then
- Use also to add an additional message/idea
- Use positive or negative noun phrases which influence opinion

To inform and guide:

- After ___ minutes/days/hours
- Also

Writing Progression of Skills: Vocabulary

3

- Include suitable adverbs that enhance their writing
- Expand noun phrases with adjectives or paired adjectives to give precise detail.
- Use appropriate vocabulary to match text-type
- Begin to develop their use of nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- To make deliberate ambitious word choices to add detail
- Adverbs are used carefully to detail actions.
- Growing awareness of language choices that grip the reader's interest.

- Use of specific nouns - Select appropriate vocabulary to move writing from general to more specific Terrier instead of dog.

- Action verbs provide interest e.g. **cackled** instead of laughed His heart was **pounding** and sweat was **pouring** from his brow

- Use of phrases and words that take time to describe characters and events without moving on abruptly.

- Some evidence of words chosen to introduce opinion or add clarity. e.g. I am convinced
From my point of view e.g. clearly, significantly, notably & therefore

- Technical or scientific terms are controlled and expanded in non-fiction texts A volcano is an opening in the Earth's crust that allows magma, hot ash and gases to escape.

- Experiment with figurative language. He walked like a lion

To entertain and engage

use adverbials:

- Soon Meanwhile As...
- The next day...
Later... Carefully

To influence and persuade:

- Use time and reinforcing conjunctions to order points: Firstly, in addition, In conclusion
- Use imperative verbs to convey urgency.
- Manage vocabulary to aid intention of writing. Choose strong, positive and exaggerated words and phrases and avoid sounding negative
- Use noun phrases to add detail and description

To inform and guide:

- Adverbials: First Firstly Before After Later Soon
- Explaining conjunction: because, so, as
- In addition, However

Conjunctions:

if although while whilst
before after

time sequencing conjunctions

Writing Progression of Skills: Vocabulary

4

- Write for a range of purposes, adapting style to use a more varied and rich vocabulary
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Confident use of adjectives and adverbs and an attempt to think of different ones to use in different situations.
- Use of fronted adverbials for effect. Majestically, the swan glided onto the river
- Words are chosen carefully to describe events, characters and feelings.
- Powerful verbs are chosen to add impact. She **scrutinised** her enemy instead of She **looked** at her enemy.
- Word use is lively and imaginative, intended to amuse, entertain or inform.
- Noun phrases expanded by the addition of modifying nouns and preposition phrases A large river called the River Nile flows through Egypt into the Mediterranean Sea.
- Use of adverbs to show shades of meaning can affect She ran **desperately** fast.
- Use some figurative or expressive language to build detail and evoke mood and atmosphere.
- Use linguistic devices such as puns, jingles, alliteration and invented words You'll never put a better bit of butter on your knife ...
A Mars a day helps you work, rest and play.
- Use superlative adjectives to compare is the **best** restaurant around.... I am the **cleverest** boy in school

Conjunctions:

even though once
whenever until

To entertain and engage

- use detailed adverbials

e.g.
Before anyone could see her coming,
Amongst the dense leaves,

To influence and persuade:

- Use reinforcing conjunctions: In addition, moreover, furthermore
- Use opposing openers to show an awareness of countering points: however, on the other hand
- Use Cause & Effect conjunctions: therefore, as a result
- Use noun phrases (including prepositions) to add detail and description.
- Use nouns/pronouns to avoid repetition and aid argument/intention.

To inform and guide:

- Reinforcing conjunctions: In addition, moreover, furthermore
- Cause & Effect conjunctions: therefore, as a result

Writing Progression of Skills: Vocabulary

5
page 1

- Use a wide range of vocabulary for effect
- Select the appropriate tense, vocabulary and structure for formal speech and writing
- Recognising vocabulary and structures that are appropriate for formal speech and writing.
- Use expanded noun phrases to convey complicated information concisely
- Using modal verbs or adverbs to indicate degrees of possibility
- Describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.
- Adverbs (perhaps or surely) and modal verbs (might, should, will or must) are used to indicate degrees of possibility.
- Evidence of the use of stylistic devices such as:

Well-considered personification

Well-considered metaphorical language

Well-formed similes

- Precise detail adds interest and engages the reader, drawing upon all senses in fiction writing.

It was crafted from old English oak wood and had detailed carvings in the shape of diamonds.

- Modal verbs indicate degrees of possibility. (might, may, must & could)
- Distinguishes between the formal and informal spoken and written language.

Writing Progression of Skills: Vocabulary

Conjunctions:

if because although unless since even if
rather than whereas in order to
whenever whether as since unless rather
than as provided that rather than so that

To inform and guide:

- A wide range of reinforcing conjunctions: In addition, moreover, furthermore, besides, after all, above all
- A wide range of Cause & Effect conjunctions: therefore, as a result, due to the fact that, resulting in, as a consequence of, thereby

To entertain and engage

use a full range of adverbials:

- place,
- manner,
- frequency,
- time
- possibility
- -ing openers
- -ed openers

To discuss and present

use a wider range of adverbials including:

- Use a range of adverbials including:
- Adding openers: moreover, furthermore,
- Opposing openers: on the other hand, despite this, however, nevertheless, yet
- Generalisers: Often, generally, normally, usually,
- Time openers: For years, initially

To influence and persuade:

- Use a wide range of reinforcing conjunctions: In addition, moreover, furthermore, besides, after all, above all
- Use a wide range of opposing openers to show an awareness of countering points: in contrast, nevertheless,
- Use a wide range of Cause & Effect conjunctions: therefore, as a result, due to the fact that, resulting in, as a consequence of, thereby
- Use imperative and modal verbs to convey urgency.
- Use adverbials to convey sense of certainty.
- Adapt formality in relation to audience.

Writing Progression of Skills: Vocabulary

6

page 1

- Propose and give reasons for changes in vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Draw upon and applying an understanding of synonyms and antonyms.
- Expanded noun phrases add well thought-out detail to writing.
- Vocabulary is chosen to match the audience and purpose of the writing and to ensure the correct degree of formality.
- Conjunctions are well-chosen and appropriate to the text type.
- Both adjectives and adverbs provide detailed description and information.
- Figurative language is applied accurately and well-managed. Often used to Use figurative language to develop setting, character and atmosphere

Barnie's eyes were as brown as bark, his hair was as black as the midnight sky and he had shiny white teeth as white as polished pearls.

Well-considered personification, well-formed similes, analogies and metaphors.

- Accurately use technical vocabulary related to the subject in order to show expertise.
- Use of the subjunctive mood to establish formality and an authoritative stance if we were to believe everything we read about young people..., Opponents suggest that this be done without delay

Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision

- Select appropriate grammar and vocabulary to enhance meaning and for emphasis e.g. use of subordinate clauses and adverbial phrases to enhance meaning, use of expanded noun phrases to convey complicated information concisely

e.g. She put some winter clothing in a suitcase and two tatty-looking passports in her bag....

Her mother, now whimpering, placed it gently in Anabeth's cold peach hands..

- Select vocabulary and grammatical structures that reflect the level of formality required

an occasion to draw visitors... stalls selling local produce

Writing Progression of Skills: Vocabulary

6

page 2

Conjunctions:

if because although unless
since even if rather than
whereas in order to
whenever whether as
since unless rather than
provided that in order to so
that

To inform and guide:

- A wide range of reinforcing conjunctions: In addition, moreover, furthermore, besides, after all, above all
- A wide range of Cause & Effect conjunctions: therefore, as a result, due to the fact that, resulting in, as a consequence of, thereby

To entertain and engage

use a full range of adverbials:

- place,
- manner,
- frequency,
- time
- possibility
- -ing openers
- -ed openers

To discuss and present

use a wider range of adverbials including:

Adding openers: likewise, not to mention that, it is also worth noting that, in fact

Opposing openers: even so, contrary to this, in spite of this

Generalisers: Often, generally, normally, usually,

Use passive voice to maintain impersonal tone

To influence and persuade:

- Use a wide range of reinforcing conjunctions: In addition, moreover, furthermore, besides, after all, above all
- Use a wide range of opposing openers to show an awareness of countering points: in contrast, nevertheless,
- Use a wide range of Cause & Effect conjunctions: therefore, as a result, due to the fact that, resulting in, as a consequence of, thereby
- Use of the subjunctive form for formal structure

Writing Progression of Skills: Vocabulary

Grammar

1	2	3	4	5	6
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) apostrophe, comma	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	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.

Writing Progression of Skills:

Transcription & Handwriting

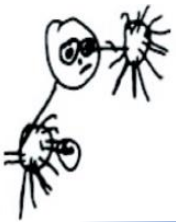
Initially, learners must develop early writing skills and understand print as a form of communication. This will progress to learners being able to communicate their ideas effectively in writing, organising their ideas with legible handwriting clearly so that they can be read by others.

Writing Progression of Skills: Transcription & Handwriting

Complete random scribbling



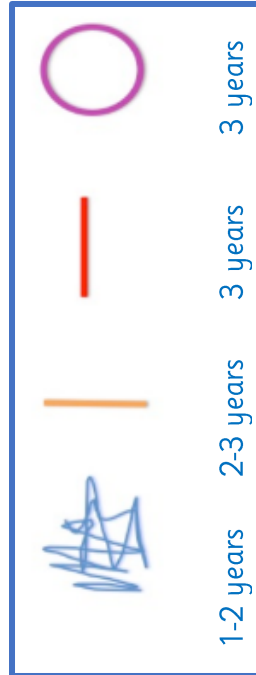
Draw pictures to represent an idea.



Complete drawings which mimics writing



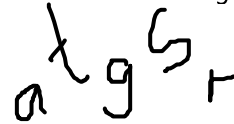
Use symbols which represent letters



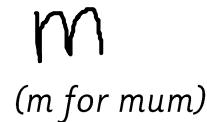
Makes marks to represent name



Form random letters with no meaning.



Represent initial sounds in a familiar word.



Child can find their own name



Child can copy the first letter of their name.

Jade

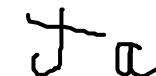


Child can copy their name.

Jade

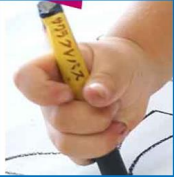


Can write at least the first two letters of their name (not copying)



Writing Progression of Skills: Transcription & Handwriting

N

		
		
1- ½ years Cylindrical Grasp	2-3 years Digital Grasp	3 1/2 – 4 years Modified Tripod Grasp

Use of scissors

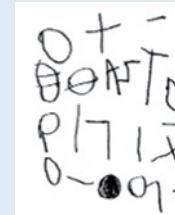
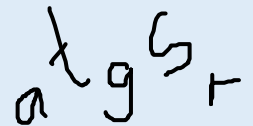
- Holds scissors appropriately in one hand
Can open and close scissors using a controlled action
- Can make random cuts in the paper as it is held for them
- Holds the paper and controls the scissors to make random cuts
- Holds the paper and make purposeful cuts
- Can cut in a straight line while holding the paper
- Can cut in along a wavy line while holding the paper
- Can cut out simple shapes turning the paper to aid them
- Can cut along curved lines, e.g. circles
- Can cut out a picture with a simple outline

Writing to express ideas

- Children make marks and talk about their pictures, telling you what each part is when asked
(dots, vertical and horizontal lines, diagonal lines, curved lines) – see appendix 1 on next page
- Children know that writing is not the same as drawing and their writing begins to take on a more liner/flowing style.
- Children know that writing moves in different directions and start to add loops and more compact upwards and downwards marks.
- Children notice and copy letters around them and they begin to use letters from their names and important letters such as m and d or from siblings names.

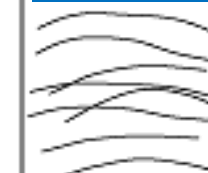
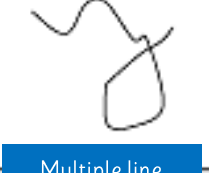
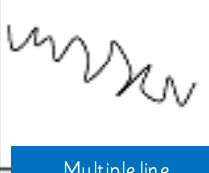


- Children know that writing is composed of separate marks



Writing Progression of Skills: Transcription & Handwriting

Appendix 1

Dot	Vertical line	Horizontal line	Diagonal lines	Curved lines
				
Multiple vertical lines	Multiple horizontal lines	Multiple diagonal lines	Multiple curved lines	Roving open line
				
Roving enclosing line	Zigzag or waving line	Single-loop line	Multiple-loop line	Spiral line
				
Multiple line Overlaid Circle	Multiple line Circumference circle	Circular spread out	Single crossed circle	Imperfect circle

Writing Progression of Skills: Transcription & Handwriting

Fine and Gross Motor Skills

<p>Large Motor Skills</p>	<p>Transitioning into different positions (e.g. sitting, all fours, lying on tummy).</p> <p>Walking smoothly and turning corners.</p> <p>Running with control (still has wide gait).</p> <p>Climbing onto equipment without assistance.</p> <p>Picking up toys from the floor without falling over.</p> <p>Rolling a ball.</p> <p>Imitating simple bilateral movements of limbs (e.g. arms up together).</p>	<p>Imitating simple bilateral movements of limbs (e.g. arms up together).</p> <p>Imitating an adult standing on one foot.</p> <p>Running with control.</p> <p>Climbing on nature, equipment and ladders.</p> <p>Climbing down from equipment without assistance.</p> <p>Peddalling a tricycle.</p> <p>Changing direction while walking.</p> <p>Walking up and down stairs with alternating feet.</p> <p>Jumping with two feet together 5 times in a row.</p> <p>Picking up toys from the floor without falling over.</p>	<p>Walking up and down stairs with alternating feet.</p> <p>Walking on tip toes.</p> <p>Climbing onto/down from equipment without assistance.</p> <p>Climbing on nature, equipment and ladders.</p> <p>Peddalling a tricycle.</p> <p>Kicking a ball.</p> <p>Running around obstacles.</p> <p>Walking on tip toes.</p> <p>Walking along a line.</p> <p>Trying to hop on one foot.</p> <p>Jumping over a low object and landing with both feet together.</p>
<p>Fine Motor Skills</p>	<p>Bi Lateral movement Using both hands at the same time to make the same movements</p> <p>Finger-to-Palm Translation: Picking up small objects and collecting them into the other palm</p> <p>Palm-to-Finger Translation: Picking out 1 object from a collection in the other palm</p> <p>Filling an inset puzzle with split peas from the other palm</p>	<p>Shift- threading This movement pattern is often described as looking like your fingers are “walking” in a linear fashion from one end of the pencil to the other.</p> <p>Simple Rotation: Turning or rolling an object 90 degrees or less with the fingers moving as a one</p> <p>Twisting the top off a tube, turning a pencil to get a comfortable grip</p> <p>Complex Rotation: Turning an object more than 90 degrees using isolated finger and thumb movements Turning a paper clip, or turning a pencil over to erase</p>	<p>Dexterity- Moving our fingers in isolation and opposition to complete a variety of tasks.</p> <p>Tommy Thumb song Walking fingers through paint to create finger paint footsteps</p> <p>Touching Tommy thumb with peter pointer, toby tall, ruby ring and baby small</p>

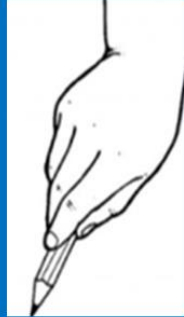
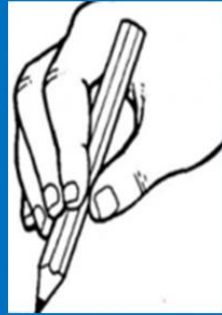
Writing Progression of Skills: Transcription & Handwriting

Fine and Gross Motor Skills

Fine Motor Skills	<p>Pointing Finger puppets Toy dial telephones Holes in Duplo blocks Poking holes in playdough/plasticine.</p> <p>Action songs and finger rhymes (e.g. round and round the garden, two little blackbirds, one two three four five)</p> <p>Books with tabs to push, pull and turn Turning the pages of books, initially board books and then progressing to books with paper pages</p> <p>A cup without a handle, placing the thumb around the cup Toy plastic hammers and other toy tools</p> <p>Small balls</p> <p>Balls of playdough/plasticine</p> <p>Any toy with a handle.</p>	<p>Pinch and thumb control/ finger opposition</p> <p>Placing and removing large pegs in/out of peg boards.</p> <p>Puzzles with large knob handles Removing and replacing lids from large marker pens Square blocks.</p> <p>Separating stacking/nesting cups from within each other</p> <p>Releasing disc like objects into slots i.e. tops from Pringles containers into wide horizontal slots made in boxes.</p> <p>Progress onto releasing coins into a moneybox Pinching clothes pegs and attaching them around the edge of a shoebox or similar. Connect Four - picking up the discs using a pincer grasp. Sorting activities to encourage the child to pick up small objects using a pincer grasp e.g. beads, dry pasta shapes, coins and games such as pick up sticks.</p>	<p>Creeping Thumbs Use a long thin piece of material such as a bandage. Sit at a table and stretch the material out horizontally (as shown). Put your writing hand at one end of the material (right side if right handed, left side if left handed). The palm should be on the table with the fingers resting on the material. Try and gather up the material, tucking it under your hand, using only your thumb and keeping your wrist still. Creepy Crawlies Sitting at a table, place the material in front of you, stretching it out vertically. Put your writing hand on the end of the material nearest to them to anchor it. Try to gather up the material, using the fingers of that hand only while keeping the wrist still.</p>
Dough	<p>Gross Finger Flexion  Place dough in palm of hand and curl fingers to make a fist. Squeeze as hard as possible. Flatten a ball of dough onto the table. Start with fingers and thumb spread around the edge of the circle, then pull fingers and thumb towards each other into the middle of the circle.</p> <p>Gross Finger Extension  Make a flat disc of dough on the table. Keep fingers straight as you push outwards spreading dough until thin. Roll dough out into a sausage keeping the fingers straight. </p>	<p>Gross Opposition  Shape dough into cone and stick base to a flat surface. Place fingers and thumb over the top of the cone. Stick the fingers lightly into the dough at the base. Pull up on the cone bringing the fingers and thumb together at the peak.</p> <p>Isolated Opposition  Place ball of dough between thumb and index finger. Pinch through the ball until the fingers meet. Repeat with each of the other fingers</p>	<p>Isolated Finger Flexion  Hold dough in opposite hand. Push one finger into the dough and pull the dough into the palm of the other hand. Repeat with each of the other fingers.</p> <p>Finger Adduction  Place a piece of dough between two fingers, squeeze fingers together, try to keep fingers straight.</p> <p>Thumb Extension  Shape dough into a cylinder. Rest edge of hand on the table with thumb pointing up. Press thumb deeply into the cone, then pull out again.</p>

Writing Progression of Skills: Transcription & Handwriting

Pencil Grip



1- ½ years

Cylindrical Grasp

2-3 years

Digital Grasp

3 1/2 – 4 years

Modified Tripod
Grasp

Writing Progression of Skills: Transcription & Handwriting

R

Form strings of letters, left to right of which meaning can be explained.

ATRIED
ATRIE
ATRIE
ATRIE

Form groups of letters which represent words (with spaces in between)

AEB 2T
W0) I
FHJ 2P

Child can copywrite words, phrases from their environment or given by teacher (meaning of words not known)

the I is
see like
12345
onb mv

Child can represent initial sounds when they attempt to write a series of words.

L C R

(Horse can run)

Child can represent initial sounds and at least 1 other sound in words e.g. at

at

Child can represent and write CVC words.

pat

Child can represent and write CVC words and tricky words.

the cat

- Child can give meaning to the marks they make.
- Child can copy taught letters.
- Child can write initial sounds (that have been taught)
- Child can make a plausible attempt at writing their own name.
- Child can write words and labels using taught sounds.
- Child can begin to write captions using taught sounds.
- Child can begin to write sentences using finger spaces.
- Child can use the correct letter formation (letters taught).
- Child can form all lower-case and capital letters correctly using pneumonics to support formation of letters.
- Child can write their own name accurately.



3 1/2 – 4 years

Modified Tripod Grasp

4 1/2 – 7 years

Tripod Grasp

Grip, Fine & Gross Motor

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.
Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
Suggested Activities: adventurous climbing and swinging, gardening, balance walking, games (e.g. musical statues, bouncing and catching)
see earlymovers.org.uk for further ideas

Writing Progression of Skills: Transcription & Handwriting

1

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Form lower case letters in the correct direction, starting and finishing in the right place.

The 'l' team	l i u t y j
The 'c' team	c a d g q o e s f
The 'r' team	r n m h b k p
The 'zig-zag' team	z x v w y k

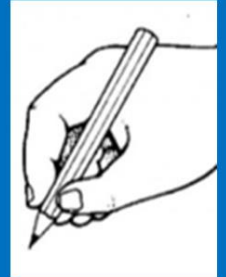
- Use letter formation pneumonics to form non-cursive letters ([see appendix 2](#))
- Form letters on given lines, demonstrating they where to position them in relation to the base line

The pear is hot.
mum has a wig.
I hid the map.

- Form letters of appropriate size in relation to others:

Small/Halfway letters	a e i o u m n r s v w x z
Tall letters and capitals	l t d f b h k A B C D E F G H I J K L M N O P Q R S T U V W X Y X
Tailed letters	j y g f q p

- Form capital letters and digits 0-9.
- Leave appropriately sized spaces between words.



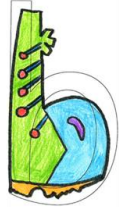
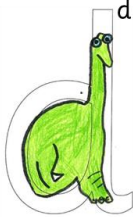
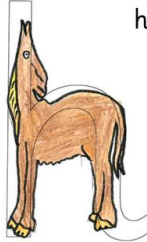
4 ½ - 7 years

Tripod Grasp

Writing Progression of Skills: Transcription & Handwriting

Appendix 2

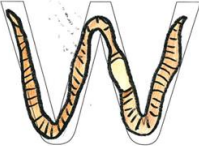
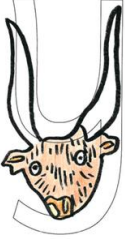
1

a 	b 	c 	d 	e 	f 	g 	h 	i 
Around the apple and down the leaf.	Down the boot to the heel and around the toe.	Curl around the caterpillar.	Around the dinosaurs bottom, up his tall neck and down to his toes.	Lift off the top and scoop out the egg.	Start at the flower down the stem and draw the leaves.	Around the girl's face, down her hair and give her a curl.	Down the horses' head, to his hooves and over his back.	Down the insect's body and dot for its head.
j 	k 	l 	m 	n 	o 	p 	q 	r 
Down Jack's body, curl and dot for the head.	Down the kangaroo's back, around his body and down his leg.	Down the long leg.	Down Molly, mountain, mountain.	Down Nick and over his net.	All around the orange.	Down the pirates' plait and around his face.	Around the queens head, down her hair and flick.	Down the robot's back, up his back and curl over his arm.

Writing Progression of Skills: Transcription & Handwriting

Appendix 2

1

							
Slither down the snake.	Down the tower and across the tower.	Down and under the umbrella, up to the top and draw the puddle.	Down the vulture and up the vulture.	Down the worm, up the worm, down the worm and up the worm.	Down the arm and leg and repeat the other side.	Down yak's horn, up yak's horn and under the yak's head.	Zig-zag-zig.

Writing Progression of Skills: Transcription & Handwriting

2

- Form lower-case letters of the correct size, relative to one another
- Begin to join horizontal/vertical strokes

Diagonal	joining to l team letters, both tall and short
Horizontal	(washing line join) to both tall and short letters from o, v, w
Joins to C letters	Joins to c team letters

- Leave capital letters unjoined from the rest of the word
- Form capital letters and digits correctly, ensuring they are the correct orientation and relationship to one another

Writing Progression of Skills: Transcription & Handwriting

3-4

- Consistently use diagonal and horizontal strokes to join letters, *developing fluency when joining*.

Diagonal	joining to l team letters, both tall and short
Horizontal	(washing line join) to both tall and short letters from o, v, w
Joins to C letters	Joins to c team letters

- Leave capital letters un-joined
- Increase the legibility, consistency and quality of their handwriting (ensuring down strokes are parallel and equidistant)

5-6

- Consistently use diagonal and horizontal strokes to join letters, *developing fluency and speed when joining*.
- Use a writing style appropriate to task (e.g. note taking or final written piece).
- Choose the writing implement most suited for a task
- Use variations of cursive writing for purposes (email address, labelling a diagram, algebra and capital letters for form-filling)
- To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).

Writing Progression of Skills: Planning



- Participate in planned pretend play by **collecting props and items** that he/she needs for her pretend play. *(He/She will have a specific idea in mind for what she wants to act out and will plan accordingly.)*
- Orally develop storylines in their pretend play, inspired by books that have been shared. *(He/She will gather props/toys to retell the story either in its original form or with simple adaptations)*
- Orally connect one idea or action to another using a range of conjunctions.

Sam played with the toys **and** I went outside.

- Talk about and respond to stories (rhymes and songs) with actions.

R

Writing Progression of Skills: Planning

1	2	3	4	5	6
<ul style="list-style-type: none"> Simple storyboards (3 part) building to 5 part Opening; Build up; Problem/Dilemma; Resolution; Ending Teacher led story mapping Sequencing pictures Verbalising or developing storylines with objects 	<ul style="list-style-type: none"> Storyboards with annotations such as key words and vocabulary Boxing up for fiction and non fiction (using the model text box up to support own independent piece) 	<ul style="list-style-type: none"> Story mountains Boxing up (using their knowledge of the model text box up to support own independent piece) Paragraph planning with notes of vocabulary and key words, understanding the different between note form and full sentences. 	<ul style="list-style-type: none"> Note taking Flow chart planning for fiction non-fiction <i>Sue Palmer Skeleton planning (TBC)</i> <i>* Revising planning as they write.</i> 	<ul style="list-style-type: none"> note and develop initial ideas, drawing on reading and research where necessary. 	<ul style="list-style-type: none"> To note down and develop initial ideas, drawing on reading and research where necessary.
<ul style="list-style-type: none"> saying out loud what they are going to write about compose a sentence orally before writing it Simple story maps are used to plan narratives and non-fiction text types are orally planned in simple sections. say out loud what they are going to write about compose a sentence orally before writing it, verbalising the relevant punctuation (Capital letters and full stops) Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). e.g character, settings, object. 	<ul style="list-style-type: none"> Use written planning outlines the content of writing and is referenced to. plan or say out loud what they are going to write about To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary To encapsulate what they want to say, sentence by sentence. 	<ul style="list-style-type: none"> discuss and record ideas Through the collection of ideas orally, planning is sequenced with a clear structure linked to the text type in developed story maps or under paragraph headings Internalising and using other similar writing as models for their own. To begin to use ideas from their own reading and modelled examples to plan their writing. 	<ul style="list-style-type: none"> To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. 		

Writing Progression of Skills: Grammar

- Understand and answer simple questions expressed orally (*starting with a question word*) about experiences or books that have been shared, *often prompted by multiple choice options for answers.*

<p>Why did the pig run away?</p> <p>He was scared. or He was hungry.</p>	<p>When do we eat breakfast?</p> <p>In the morning. or At night time.</p>	<p>What colour is the pig?</p> <p>Pink or Green</p>	<p>Who took the cake?</p> <p>Mum or Little John</p>	<p>Where did the king live?</p> <p>In a house. or In a castle.</p>
--	---	---	---	--

- Continue to have problems with irregular tenses and plurals , such as 'runned' for 'ran', 'swimmed' for 'swam' but be able to repeat a corrected version articulated by the teacher.

2. "I **ran** outside"

1. "I **runned** outside."

3. "I **ran** outside."

- Use longer sentences of four to six words *using a subject, verb and object.*

I played with Sam. I played with Sam outside. I played cars with Sam outside.

4

5

6

Writing Progression of Skills: Grammar

R

- Articulate their ideas and thoughts in well formed sentences.



"I think she is brave."



"The wolf is really mean".

- Verbally connect one idea or action to another using a range of conjunctions.



"I listened to music
and had some cake"



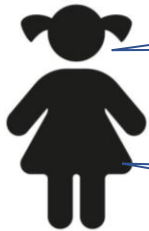
"She was cold **because** it
was snowing."

Verbal use of Conjunctions:

and
but
or
when
because



- Start to independently apply simple irregular tenses (verbs) and plurals.



1. "I **ran** outside."

3. "I saw 3 **fish** in the pond."

- Understand and answer simple questions expressed orally (**starting with a question word**) about experiences or books that have been shared.

Why did the cat hide?

When do we have PE?

What colour is the dog?

Who took the cookies?

Where did the snail
live?

Writing Progression of Skills: Grammar

1

- Independently combine words to make simple sentences that include a subject, verb and object, leaving spaces between words.

Subject	Verb	Object
Susan	played	football.

- Independently combine words to make simple sentences that include a subject, verb, object and prepositional phrase, leaving spaces between words.

Subject	Verb	Object	Prepositional phrase
Susan	played	football	in the garden

- Independently combine words to make simple sentences that include a subject, verb, object and prepositional phrase, using descriptive vocabulary (adjectives), leaving spaces between words.

Subject	Verb	Object	Prepositional phrase
Susan	played	football	in the beautiful garden

- Join words and clauses using 'and' appropriately.



She went to the park and played on the climbing frame.

- Use the progressive form for verbs (running, jumping, skipping)

Writing Progression of Skills: Grammar

2

- Compose and write sentences using correct grammatical patterns for statements, questions, exclamations and commands.

Statement	Question	Exclamation	Command
	Use of question word: who, what, when, where, why & how	Starting with: What How	Starting with an imperative verb
The grass was in need of some watering.	Who is going to the party? What colour is the table? When will Susan stop talking? Where is the athletics event? Why are we running late? How did she get up on the roof?	What a beautiful day it was! How beautiful that day was!	Find me the money. Add a teaspoon of sugar.

- Use expanded noun phrases to describe , specify and interest the reader independently. (blue butterfly)
- Write simple and compound sentences with consistent use of past and present tense.
- Use of the progressive form of verbs in the present and past tense to mark actions in progress

The lion was in the lead and everyone **was cheering** for the lion but the tortoise ran past.

- Use some features of written Standard English

Writing Progression of Skills: Grammar

3

- Use a range of sentences with more than one clause, using subordination (conjunctions: when, if, because & although)
- Use a range of conjunctions, adverbs & prepositions to express time, place and cause (e.g. when, before, after, then, therefore, during, in, because of)
- Include suitable adverbs that enhance their writing
- Use the present perfect form of verbs instead of simple past (he has gone out to play/he went out to play)
- Expand noun phrases with adjectives or paired adjectives
- Use the forms of a & an according to whether the next word begins with a consonant or vowel

Writing Progression of Skills: Grammar

4

- Make greater use/appropriate choice of pronouns or nouns within and across sentences to avoid repetition
- Use nouns/pronouns to aid cohesion across a text
- Use fronted adverbials (before we begin, make sure you have a pencil)
- Expand noun phrases using modifying adjectives, nouns and prepositional phrases (e.g. the friendly, attentive doctor with copper-coloured hair sat behind his desk)
- Express time/place and cause using conjunctions, prepositions and adverbs e.g. (before, after, during in, because of, then, next, soon, therefore)
- Write a range of sentences with a main and subordinate clause using conjunctions (when, if, because, even though, although)
- Use and understand the difference between standard and non-standard language (we were instead of we was)
- Use present perfect tense to place events in time.

Writing Progression of Skills: Grammar

5

- Use relative clauses beginning with who, which, where, when, whose and that
- Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby), number (e.g. secondly), or tense choice (e.g. he had seen her before)
- Use a hyphen to join a prefix, when appropriate (co-ordinate)
- Use pluralisations and apostrophes accurately, on most occasions
- Indicate degrees of possibility using adverbs (perhaps, surely) or modal verbs (might, should, will)
- Select the appropriate tense, vocabulary and structure for formal speech and writing
- Use expanded noun phrases to convey complicated information concisely
- Use words in a contracted form, when appropriate to do so

Writing Progression of Skills: Grammar

6

- Use subjunctive forms.
- Use passive verbs to affect the presentation of information in a sentence.
- Use the perfect form of verbs to mark relationships of time and cause.
- Effectively use expanded noun phrases, prepositional phrases and adverbs to add detail, qualification and precision
- Use co-ordinating and subordinating conjunctions accurately
- Use a range of passive & modal verbs and adverbs, to indicate degrees of possibility
- Use relative clauses (who, which, where, when, whose, that and implied (ie omitted) relative pronouns
- Ensure consistent and correct use of tense throughout a piece of writing.
- Ensuring consistent subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, choosing the appropriate register.

Writing Progression of Skills: Punctuation

N

- Experiment with marks that replicate full stops.
- Copy the capital letters (1st letter in name)
- Copy name, applying a capital letter.

R

- Use capital letters to write my name.
- With support, use capital letters at the beginning of sentences.

↗ Toby

I can sit

- With support, use full stops to mark the end of sentences.

She can run at the park.

Writing Progression of Skills: Punctuation

1

- Use capital letters at the beginning of sentences.

She walked into the shop.

- Use capital letters for the name of familiar people, places, days of the week and the personal pronoun 'I'

The train arrived into Southampton.

I go to Freemantle Academy.

The vegetables will arrive on Friday.

I have not visited Sharon for weeks.

I don't know I can make it.

- Use full stops to mark the end of sentences.

I am in the shop.

Punctuate sentences using question marks.

Will she be in the shop on Friday?

Punctuate sentences using exclamations.

It was fun!

- Use and understand the terms (punctuation, full stop, question mark, exclamation mark)

Writing Progression of Skills: Punctuation

2

Punctuate sentences using question marks, including rhetorical questions.

Will she be in the shop on Friday?

Do you want to be living a life of luxury?

Punctuate sentences using exclamation marks.

What a beautiful palace it is!

How extraordinary the meal was!

Punctuate paired adjectives accurately to create an expanded noun phrase.

The metal, triangular frame was falling down.

How extraordinary the meal was!

Use capital letters for places, people (both first and surname) , days of the week and I

The train arrived into Stockholm.

The vegetables will arrive on Friday.

I have not visited Sharon Stewart for weeks.

I don't know I can make it.

Use commas to separate items in a list.

I will buy chips, tomatoes and apricots.

Use a possessive apostrophe for singular nouns

I will if the girl's clothes are ready.

Sam's shoes were covered in mud.

Use apostrophes in contracted words

Karen didn't know how to do the maths problem.

Use and understand the terms (exclamation mark, question mark, apostrophe, comma)

Writing Progression of Skills: Punctuation

3

- Punctuate the end of a subordinate clause when using a subordinate conjunction at the beginning of a sentence

Even though she was retired, she came back into the office to help out.

- Use commas to show more than 2 adjectives within an expanded noun phrases

The wind was roaring, ice cold and violent.

- Record direct speech in sentences, using inverted commas to indicate the spoken words

Spoken words are punctuated with inverted commas around them "Hello my friend!" said Karen.

- With support, use possessive apostrophes accurately in words with regular plurals

The teachers' classrooms were flooded.

The boys' football kits were lost in the school building.

- Use and understand the terms (direct speech and inverted commas)

Writing Progression of Skills: Punctuation

4

- Punctuate fronted adverbials using commas

Before we begin, make sure you have a pencil.

- Expand noun phrases (that include modifying adjectives, nouns and prepositional phrases) with accurate comma use.

The friendly, attentive doctor with copper-coloured hair sat behind his desk.

- Use inverted commas accurately with other punctuation ! ? ,

Spoken words are punctuated with inverted commas around them

“Hello my friend!” said Karen.

Commas and full stops go inside the speech marks.

“Welcome to my shop,” said Paul.

Use a comma to insert speech after a subject + verb

Paul said, “Welcome to my shop.”

New line, new speaker

Paul said, “Welcome to my shop.”
“It looks really nice,” responded Del.

- Use apostrophes to mark plural possession

The girls' shoes were the latest model.

- Use apostrophes to mark possession in irregular words

The children's shoes were covered in mud.

I am fascinated by the colours of different people's eyes.

Writing Progression of Skills: Punctuation

5

- Use commas, dashes and brackets to punctuate relative clauses beginning with who, which, where, when, whose and that

*The young girl, **who had no way out of her situation**, sat down and began to cry.*

*The Great Barrier Reef (**which is the world's largest coral reef system**) is under threat due to tourism.*

The visit to the park ~~–which is located in the new development–~~ is rescheduled for the 30th June.

- Use commas deliberately to clarify meaning and avoid ambiguity

INSERT EXAMPLE

- Use a hyphen to join a prefix, when appropriate

*We will **co-ordinate** the activities with the local government.*

- Use expanded noun phrases to convey complicated information concisely

INSERT EXAMPLE

- Use words in a contracted form (using an apostrophe) when appropriate to do so

*"I **haven't** even tried Sir," confessed Maria.*

- Understand the terms hyphen, bracket and dash.

Writing Progression of Skills: Punctuation

6

- Use commas, dashes and brackets to punctuate relative clauses beginning with who, which, where, when, whose and that and implied (ie omitted)

*The young girl, **who had no way out of her situation**, sat down and began to cry.*

*The Great Barrier Reef (**the world's largest coral reef system**) is under threat due to tourism.*

*The visit to the park **—which is located in the new development—** is rescheduled for the 30th June.*

*The young girl, **struggling with no way out of her situation**, sat down and began to cry.*

*The Great Barrier Reef (**the world's largest coral reef system**) is under threat due to tourism.*

*The visit to the park **—located in the new development—** is rescheduled for the 30th June.*

- Use commas with accuracy, to clarify meaning and avoid ambiguity

Let's eat, Callum!

Edinburgh, the capital city of Scotland, is famous for its castle.

- Use a colon to introduce a list

She had two hobbies: running and singing

- Use semi-colons within a sentence to separate clauses

I love to sing; my brother loves to dance.

- Use an ellipsis to show a word or words that have been removed from a sentence or quote.

'The space station has a cracked window... dangerous.'

- Use an ellipsis to show when a character finishes a sentence in their head, or their thought trails off.

If your grown-ups ask you if you have tidied your room, you might reply, "Well I was going to..."

- Use an ellipsis to create suspense

The hero saved the day, for now...

Writing Progression of Skills: Spelling

N

- Count or clap syllables in a word and recognise words with the same initial sound, such as sun and snake.
- Demonstrate an awareness of the sounds around them in their environment.
- Appreciate simple rhythm and rhyme.
- Apply alliteration in a basic form - focusing on matching or listing words with the same initial sound.
- Distinguish between different vocal sounds and to begin oral blending and segmenting.
- Blend and segment orally simple words e.g. cat c / a / t

R

- Child can begin to write CVC words using taught sounds.

cat sit

- Child can spell some taught tricky words

was the

- Child can begin to write longer words which are spelt phonetically.

dolphin he has a dinosaur

- Child can begin to write longer and compound words which are spelt phonetically.

I can see sunshine

* Child can use a Reception level sound mat to accurately spell words at the relevant phase they are working.

Phase 2

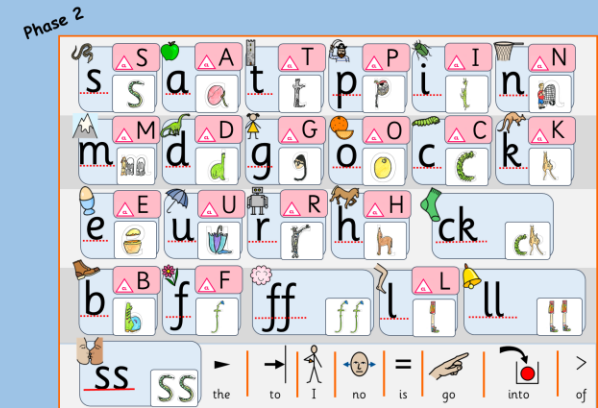


Writing Progression of Skills: Spelling

1

- Name the letters of the alphabet in order
- Segment words into phonemes before choosing graphemes to represent the sounds.
- Write words in a phonetically plausible way.
- Use letter names to distinguish between alternative spellings of the same sound.
- Clap and count the syllables in words, spelling compound words by segmenting (e.g. farmyard, football)
- Add the prefix (un) to root words and place in context correctly.
- Add suffixes (ing, er, and ed), in words where the root words remains the same (e.g. helping, helper, helped).
- Add -er and -est to adjectives.
- Use the spelling rules for adding -s and -es as the plural maker for nouns and the third person singular marker for verbs.
- Spell days of the week and common decodable words.
- Spell simple exception words (e.g. said, was, where)
- Use ff, ll, ss, zz and ck for sounds /f/, /l/, /s/, /z/, and ck if they come after a vowel. (e.g. buzz, miss)
- Use n before k to spell words such as (bank, think, honk and sunk).
- Use 'tch' if it comes after a single vowel letter (catch, fetch, kitchen).
- Use /v/ sound at the end of words (have, live, give)
- Spell words ending in -y (happy, very, funny)
- Spell consonant spellings (ph) and (wh) (e.g. dolphin, phonics, when, where, which).
- Use k before e, i and y (e.g. kent, sketch, kit, skin, frisky).
- Write words containing each of the 40+ phonemes already taught.
- Write words containing vowel digraphs and trigraphs for Y1

* Child can use a Year 1+ sound mat to accurately spell words at the relevant phase they are working.



ai	oi	ay	oy	a-e	e-e	i-e	o-e	u-e	ar	ee	ea (sea)	ea (head)			
er (her)			er (under)		ir	ur	oo (pool)		oo (book)		oa	ou	ow (now)	ow (snow)	
ew	ie (lie)		ue	ie (chief)		igh	or	ore	aw	au	air	ear (dear)		ear (bear)	are (dare)

Writing Progression of Skills: Spelling

2

- | | |
|--|--|
| <ul style="list-style-type: none"> • Use letter names orally when spelling a word • Segment words into phonemes and graphemes, spelling many correctly • Write phonetic and irregular words with increasing confidence • Write words containing phonemes taught including alternative spellings for some phonemes • Use alternative spelling patterns for words where one or more spelling pattern is known • Discriminate syllables in multisyllabic words independently, spelling 3 and 4 syllable words correctly • use ge and dge at the end of words (age, badge) • Use correctly, g and j before vowels (gem, giant) (jacket, jar) • Spell words with the /s/ sound spelt c before e, i and y (race, city, ice) • Spell words with the /n/ sound spelt kn and gn at the start of words (knock, gnat, gnaw) • Spell words with the /r/ sound spelt wr at the start of words (write, written, wrote, wrong) • Spell words with the /l/ sound spelt le at the end of words (apple, table) • Spell words with the /l/ sound spelt el at the end of words (camel, tunnel) • Spell words with the /l/ sound spelt al at the end of words (metal, pedal) • Spell words ending in il (fossil, pencil, nostril) • Use y at the end of words such as (cry, fly, dry, try) • Add -es to nouns and verbs ending in y (flies, copies, babies, carries) • Add -ed, -ing, -er and -est to a root word ending in y with a consonant before it (copied, copier, copying) • Add -ing, -ed, -est, and -y to words ending in -e with a consonant before it (hiking, shiny) • Add -ing, -ed, -er, -est and -y to words of 1 syllable ending in a single consonant letter after a vowel letter (patting, humming, runner) | <ul style="list-style-type: none"> • When appropriate, use a to represent the /or/ sound before l and ll (ball, walk, always) • Use o in words such as (brother, mother, nothing, Monday) • Use -ey in words (key, donkey, monkey, chimney) • Use a after w and qu in words such as (want, watch, wander, quantity) • When appropriate, use oe after w (word, work, worm, world) • When appropriate, use ar after w (war, warm, towards) • When appropriate, use s in words such as (television, treasure, usual) • Use the suffixes (ment, ness, ful, less and ly). Including adding to 2+ syllable root words which end in consonant+y (happiness, plentiful, happily, penniless) • Use an apostrophe (') to show a missing letter (can't, didn't, hasn't, couldn't, it's, i'll) • Spell words ending in -tion (station, fiction national) • Spell and use homophones and near homophones (there, their, they're), (here, hear), (quite, quiet) (see, sea) (bare, bear) (one, won) (sun, son) (to, too, two) (be, bee) (blue, blew) (night, knight) • Spell common exception words correctly:

<i>door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold told, every, everybody, even, great, break, pretty, beautiful, after, last, past, father, class, hour, move, improve, sure, sugar, should, would, who, whole, any many, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</i> |
|--|--|

Writing Progression of Skills: Spelling

3

- Recognise the difference between using letter names and sounds
- Write words containing y elsewhere than at the end of the word (gym, Egypt, pyramid)
- Write words containing ou (pronounced as in young, touch, double, trouble)
- Use the prefixes (sub- & super-) - correctly applying to words in context
- Use further prefixes (anti-, auto-) - correctly applying to words in context
- Use the suffixes -ly, -ily and -ally adding to adjectives to form adverbs (gently, happily, frantically)
- Write words containing -sure, -ture, and -sion (e.g. treasure, picture, division)
- Correctly add the suffix -ation to words (information, transformation)
- Spell a greater number of words in contracted form (weren't, they've)
- Identify and write a range of root words
- Recognise & spell further homophones correctly (meat/meet), (fair, fare), (not,knot), (hear, here), (grate, great), (brake, break) (heel, heal, he'll)
- Use alternative spelling patterns for complex words
- Discriminate syllables in more complex words independently to aid spelling (separate, particular)
- Spell some words from the Y3/4 list correctly.
- Spell words correctly that are in a family (sign, resign, signature)
- Spell decodable high frequency words correctly (busy and business)
- Use the first letter of a word to check its spelling in a simple dictionary.

Writing Progression of Skills: Spelling

4

- Use letter names consistently, referring to a dictionary when necessary to spell words correctly.
- Understand word families/links e.g. (Medicine is related to medic so the /s/ sound is spelt c) (oppose/opposite)
- Discriminate between stressed/unstressed syllables when adding suffixes starting with vowel letters (doubling up rule) (examples: forgetting, forgotten, beginning, gardening, limiting, limited)
- Break longer, polysyllabic words into syllables to spell words correctly
- Use prefixes (ir-, im-, il-, in-) - correctly applying to words in context
- Use further prefixes (dis-, mis- re-, inter-) - correctly applying to words in context
- Write words containing the /k/ sound spelt ch (scheme)
- Write words containing ch (pronounced as chef, chalet)
- Write words containing the /g/ sound spelt -gue (league, tongue)
- Write words containing the /k/ sound spelt que (antique, unique)
- Write words with the /s/ sound spelt /sc (science, scene, discipline, fascinate, crescent)
- Write words containing ei, eigh or ey (vein, weight, they, neighbour, obey)
- Add the suffix -ous, including changing -our to -or before adding -ous (e.g. humorous) & keeping the final 'e' in words ending in ge (courageous, outrageous) & using i and e correctly before the ous ending serious, hideous, spontaneous)
- Use the word ending (-tion) for root words ending in te or t (invention, action)
- Use the word ending (-ssion) for root words ending in ss or -mit (expression, admission)
- Use the word ending (sion) for word words ending in d or se (expansion, extension)
- Use the word ending (-cian) for root words ending in c or cs (musician, electrician)
- Spell exceptions to the (-tion, -ssion, -cian, -sion) correctly e.g. attention, intention
- Recognise and use the correct homophones & near homophones (accept/except), (missed, mist), (weather, whether), (affect, effect), (whose, who's), (scene, seen)
- Use the 1st 2 or 3 letters to check the spelling of a word in a dictionary

Writing Progression of Skills: Spelling

5

- Use letter names, consistently, when spelling words
- Use segmenting to spell more complex words, including application of spelling rules
- Show an awareness of the history of words and relationships (conscience is related in origin to the word science)
- Split words from the 5/6 list into syllables to support spelling
- Use the prefixes (over, de-, mis-, re-, dis-) correctly
- Use a hyphen to join a prefix to a word when the prefix ends in a vowel and the root word begins with a vowel (co-ordinate, re-enter)
- Use word endings (-cious; -tious and -cial) (vicious, ambitious, official)
- Write words with common letter strings that represent phonemes (cough, plough)
- Use suffixes -able, -ible, -ably, and -ibly
- Add suffixes with vowel letters to words ending in fer (transference, transferring)
- Write words with the /i:/ sound spelt ei after c (i before e, except after c rule) (deceive, conceive, receive, perceive)
- Recognise and apply exceptions to i before e rule (protein, caffeine, seize, neither)
- Use correct homophones (heard, herd) (allowed, aloud), and commonly confused words (device, devise), (advice, advise), (licence, license), (practice, practise), (guessed, guest), (led, lead), (dessert, desert),
- Spell a number of high frequency words correctly
- Spell an increasing number of words taught from the 5/6 list correctly
- Spell the vast majority of contracted words correctly, using an ' in the correct place
- Spell some words with silent letters
- Use the first three or four letters of word to check its spelling and meaning in a dictionary
- Use a thesaurus effectively

Writing Progression of Skills: Spelling

6

- Use letter names consistently and effortlessly when spelling words and quickly recognise alphabetical order, applying when necessary
- Apply knowledge of syllables, morphology, etymology and the relationships between words to spell most words on 5/6 list correctly
- Write words with silent letters and unfamiliar spelling patterns (yaught, knight, island, solemn, psalm, thistle)
- Use suffixes (-ant, -ance, -ancy, -ent, -ence, -ency, -ial, -cial, -cious, -tious)
- Use contracted forms of words across a wide range of texts for different purposes
- Extend use of correct homophones (heard, herd) (allowed, aloud), and commonly confused words (device, devise), (advice, advise), (licence, license), (practice, practise), (guessed, guest), (led, lead), (dessert, desert), (compliment, complement), (bridal, bridle), (cereal, serial), (descent, dissent),
- Use suffixes -able, -ible, -ably, and -ibly for a wider range of words
- With complete accuracy, write words with the /i:/ sound spelt ei after c (I before e, except after c rule) (deceive, conceive, receive, perceive)
- With complete accuracy, recognise and apply exceptions to I before e rule (protein, caffeine, seize, neither)
- Use a hyphen to join more prefixes to a word when the prefix ends in a vowel and the root word begins with a vowel (co-ordinate, re-enter)
- Spell most 3/4 & 5/6 words correctly.
- Use, spelling correctly, a wide range of high frequency words correctly across a range of text types
- Use a dictionary, spell checker and thesaurus competently, including electronic forms.

Writing Progression of Skills: Editing

R

- Child can begin to read their work back.

1

- discuss what they have written with the teacher or other pupils
- Add missing words and add capital letters and full stops to sentences.

2

- evaluating their writing with the teacher and other pupils
- rereading to check that their writing makes sense and that verbs to indicate
- Add missing words or edit inaccurate verb choice when proofreading
- Check and seek support to address errors in spelling, grammar and punctuation
- Make revisions on the page of writing

3

- assess the effectiveness of their own and others' writing (using a given criteria linked to the audience, tone, purpose)
- suggest and take onboard improvements and advice.
- Propose changes to grammar and vocabulary to improve consistency
- Proofread and independently make corrections to spelling, grammar and punctuation errors.
- Make revisions and rewrite sentences on an additional or opposite page.

4

- Assess the effectiveness of their own and others' writing
- Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing.
- Proofread and independently make corrections to spelling, grammar and punctuation errors.
- Make revisions and rewrite longer passages of writing, selecting paragraphs or sections of writing which they recognising as a potential weakness in terms of reaching the audience, delivering the tone or achieving the purpose.

5

6

Writing Progression of Skills: Performing

N	<ul style="list-style-type: none"> • Sing a large repertoire of songs. • Know many nursery rhymes. • Tell/share a long story. • Begin to develop stories using small world equipment like animal sets, dolls and dolls houses etc. • Remember and sing entire simple songs. • Create their own songs, or improvise a song around one they know.
R	<ul style="list-style-type: none"> • Engage in story times, <i>(in order to replicate voice/action modelled by teacher).</i> • Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Learn rhymes, poems and songs, <i>(applying taught actions to some or all of the words).</i> • Sing in a group or on their own, increasingly matching the pitch and following the melody of the song. 

1	2	3	4	5	6
<ul style="list-style-type: none"> • To read their writing aloud clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> • read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> • read their own writing aloud, to a group or the whole class, • using appropriate intonation and controlling the tone and volume so that the meaning is clear 		<ul style="list-style-type: none"> • Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 	