



# CRAWSHAWBOOTH PRIMARY SCHOOL

## PROGRESSION OF SKILLS FOR WRITING

VOCABULARY, GRAMMAR AND PUNCTUATION						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Write simple phrases and sentences that can be read by others.	<ul style="list-style-type: none"> <li>Say, and hold in memory whilst writing, simple sentences which make sense.</li> <li>Write simple sentences that can be read by themselves and others.</li> <li>Separate words with finger spaces.</li> <li>Punctuate simple sentences with capital letters and full stops.</li> <li>Use capital letter for the personal pronoun.</li> <li>Use capital letters for names of people, places and days of the week.</li> <li>Identify and use question marks and exclamation marks.</li> <li>Use simple connectives to link ideas e.g. <i>and</i>.</li> <li>Pluralise nouns using 's' and 'es' e.g. <i>dog, dogs; wish, wishes</i>.</li> <li>Add suffixes to verbs where no spelling change is needed to the root word e.g. <i>helping, helped, helper</i>. Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Say, write and punctuate simple and compound sentences using the connectives <i>and, but</i> and <i>or</i>.</li> <li>Use sentences with different forms: statement, question, command, exclamation.</li> <li>Use commas to separate items in a list.</li> <li>Use apostrophes for contracted forms e.g. <i>don't, can't, wouldn't, you're, I'll</i>.</li> <li>Use subordination for time e.g. <i>When we had finished our writing, we went out to play. We went out to play when we had finished our writing</i>. Other time connectives: <i>while, as, before, after</i>.</li> <li>Use subordination for reason e.g. <i>I put my coat on because it was raining. Because it was raining, I put on my coat</i>. Other reason connectives: <i>so, if, then, for, unless</i>.</li> <li>Select, generate and effectively use verbs.</li> <li>Use past tense for narrative, recount (e.g. <i>diary, newspaper report, biography</i>) historical reports.</li> <li>Use present tense for non-chronological reports and persuasive adverts.</li> </ul>	<ul style="list-style-type: none"> <li>Explore and identify main and subordinate clauses in complex sentences.</li> <li>Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, while, since, after, before, so, although, until, in case</i>.</li> <li>Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond</i>.</li> <li>Select, generate and effectively use adverbs e.g. <i>suddenly, silently, soon, eventually</i>.</li> <li>Use inverted commas to punctuate direct speech (speech marks).</li> <li>Use perfect form of verbs using <i>have</i> and <i>had</i> to indicate a completed action e.g. <i>I <u>have</u> washed my hands. We will <u>have</u> eaten our lunch by the time Dad arrives. Jack <u>had</u> watched TV for over two hours!</i></li> <li>Use the determiner <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or vowel e.g. <i>a rock, an open box</i>.</li> <li>Explore and collect word families e.g. <i>medical,</i></li> </ul>	<ul style="list-style-type: none"> <li>Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain</i>.</li> <li>Create sentences with fronted adverbials for when e.g. <i>As the clock struck twelve, the soldiers sprang into action</i>.</li> <li>Create sentences with fronted adverbials for where e.g. <i>In the distance, a lone wolf howled</i>.</li> <li>Use commas to mark clauses in complex sentences.</li> <li>Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i></li> <li>Identify, select and effectively use pronouns.</li> <li>Explore, identify, collect and use noun phrases e.g. <i>The crumbly cookie with tasty marshmallow pieces melted in my mouth</i>.</li> <li>Explore, identify and use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were, I did</i> instead of <i>I done. She saw it</i> instead of <i>she seen it</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Create complex sentences by using relative clauses with pronouns <i>who, which, where, whose, when, that</i> e.g. <i>Sam, who had remembered his wellies, was first to jump in the river. The robberies, which had taken place over the past month, remained unsolved</i>.</li> <li>Create and punctuate complex sentences using <i>ed</i> openers.</li> <li>Create and punctuate complex sentences using <i>ing</i> openers.</li> <li>Create and punctuate complex sentences using simile starters.</li> <li>Demarcate complex sentences using commas and explore ambiguity of meaning.</li> <li>Explore, collect and use modal verbs to indicate degrees of possibility e.g. <i>might, could, shall, will, must</i>.</li> <li>Use devices to build cohesion within a paragraph e.g. <i>firstly, then, presently, subsequently</i>.</li> <li>Link ideas across paragraphs using adverbials for time, place and numbers e.g. <i>later, nearby, secondly</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Manipulate sentences to create particular effects.</li> <li>Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. <i>on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence</i>.</li> <li>Use devices to build cohesion between paragraphs in narrative e.g. <i>in the meantime, meanwhile, in due course, until then</i>.</li> <li>Use ellipsis to link ideas between paragraphs.</li> <li>Identify and use colons to introduce a list.</li> <li>Identify and use semi-colons to mark the boundary between independent clauses e.g. <i>It is raining; I am fed up</i>.</li> <li>Investigate and collect a range of synonyms and antonyms e.g. <i>mischievous, wicked, evil, impish, spiteful, well-behaved</i>.</li> <li>Explore how hyphens can be used to avoid ambiguity e.g. <i>man eating shark</i> versus <i>man-eating shark</i>.</li> </ul>

		<ul style="list-style-type: none"> <li>Select, generate and effectively use nouns.</li> <li>Add suffixes <i>ness</i> and <i>er</i> to create nouns e.g. <i>happiness, sadness, teacher, baker.</i></li> <li>Select, generate and effectively use adjectives.</li> <li>Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless.</i></li> <li>Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest.</i></li> </ul> <p>Use suffix <i>ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully.</i></p>	<p><i>medicine, medicinal, medic, paramedic, medically</i> to extend vocabulary.</p> <p>Explore and collect words with prefixes <i>super, anti, auto.</i></p>	<p>Use apostrophes for singular and plural possession e.g. <i>the dog's bone and the dogs' bones.</i></p>	<ul style="list-style-type: none"> <li>Identify and use brackets and dashes</li> <li>Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs.</li> </ul> <p>Investigate verb prefixes e.g. <i>dis-, re-, pre-, mis-, over-.</i></p>	<ul style="list-style-type: none"> <li>Punctuate bullet points consistently</li> <li>Explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for – request, go in – request.</li> <li>Identify the subject and object of a sentence.</li> <li>Explore and investigate active and passive e.g. <i>I broke the window in the greenhouse versus the window in the greenhouse was broken.</i></li> </ul>
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## COMPOSITION

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<ul style="list-style-type: none"> <li>Orally compose every sentence before writing.</li> <li>Re-read every sentence to check it makes sense.</li> <li>Orally plan and rehearse ideas.</li> <li>Sequence ideas/events in order.</li> <li>Use formulaic phrases to open and close texts.</li> <li>Use familiar plots for structuring the opening, middle and end of their stories.</li> <li>Write in different forms with simple text type features e.g. <i>instructions, narratives, recounts, poems, information texts.</i></li> <li>Discuss their writing with adults and peers.</li> </ul> <p>Read aloud their writing to adults and peers.</p>	<ul style="list-style-type: none"> <li>Plan and discuss what to write about e.g. <i>story mapping, collecting new vocabulary, key words and ideas.</i></li> <li>Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct, inform, entertain, explain, discuss, persuade.</i></li> <li>Write about real and fictional events.</li> <li>Write simple poems based on models.</li> <li>Edit and improve their own writing in relation to audience and purpose.</li> <li>Evaluate their writing with adults and peers.</li> <li>Proofread to check for errors in spelling, grammar and punctuation.</li> </ul> <p>Read aloud their writing with intonation to make the meaning clear.</p>	<ul style="list-style-type: none"> <li>Reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions.</li> <li>Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing.</li> <li>Discussing and recording ideas for planning.</li> <li>Creating and developing settings for narratives.</li> <li>Creating and developing characters for narrative.</li> <li>Creating and developing plots based on a model.</li> <li>Generating and selecting from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type.</li> <li>Grouping related material into paragraphs.</li> <li>Using headings and sub headings to organise information.</li> </ul>	<ul style="list-style-type: none"> <li>Reading and analysing narrative, non-fiction and poetry in order to plan and write their own.</li> <li>Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing.</li> <li>Discussing and recording ideas for planning e.g. <i>story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</i></li> <li>Draft and write by:</li> <li>Developing settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.</li> <li>Planning and writing an opening paragraph which combines the introduction of a setting and character/s.</li> <li>Organising paragraphs in narrative and non-fiction.</li> <li>Linking ideas within paragraphs e.g. <i>fronted</i></li> </ul>	<ul style="list-style-type: none"> <li>Identifying the audience and purpose</li> <li>Selecting the appropriate language and structures.</li> <li>Using similar writing models.</li> <li>Noting and developing ideas.</li> <li>Drawing on reading and research.</li> <li>Thinking how authors develop characters and settings (in books, films and performances).</li> </ul> <p><u>Draft and write by:</u></p> <ul style="list-style-type: none"> <li>Selecting <i>appropriate</i> grammar and vocabulary.</li> <li>Blending action, dialogue and description within and across paragraphs.</li> <li>Using devices to build cohesion (see VGP column).</li> <li>Using organisation and presentational devices e.g. <i>headings, sub headings, bullet points, diagrams, text boxes.</i></li> </ul> <p><u>Evaluate and edit by:</u></p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of own and others' writing in</li> </ul>	<ul style="list-style-type: none"> <li>Identifying audience and purpose.</li> <li>Choose appropriate text-form and type for all writing.</li> <li>Selecting the appropriate language and structures.</li> <li>Drawing on similar writing models, reading and research.</li> <li>Using a range of planning approaches e.g. <i>storyboard, story mountain, discussion group, post-it notes, ICT story planning.</i></li> <li><u>Draft and write by selecting appropriate vocabulary and language effects, appropriate to task audience and purpose for precision and impact.</u></li> <li>developing characters through blending action, dialogue and description within sentences and paragraphs e.g. <i>Tom stomped into the room, flung down his grubby, school bag and announced, through gritted teeth, "It's not fair"</i></li> </ul>

Evaluate and edit by:

- Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing.
- Discussing and proposing changes with partners and in small groups.
- Improving writing in the light of evaluation.

Perform their own composition by:

Using appropriate intonation, tone and volume to present their writing to a group or class.

*adverbials for when and where.*

- Generating and select from vocabulary banks e.g. *powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration* appropriate to text type.

Evaluate and edit by:

- Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing.
- Discussing and proposing changes with partners and in small groups.
- Improving writing in light of evaluation

Perform their own compositions for different audiences:

Use appropriate intonation, tone and volume to present their writing to a range of audiences.

relation to audience and purpose.

- Suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning.

Ensuring consistent and correct use of tense throughout a piece of writing.

Ensuring consistent subject and verb agreement.

Proofreading for spelling and punctuation errors.

Perform their own compositions for different audiences:

Using appropriate intonation and volume.

Adding movement.

Ensuring meaning is clear.

- Using devices to build cohesion.
- Deviating narrative from linear or chronological sequence e.g. *flashbacks, simultaneous actions, time-shifts.*
- Combining text-types to create hybrid texts e.g. *persuasive speech.*
- Evaluating, selecting and using a range of organisation and presentational devices for different purposes and audiences.
- Finding examples of where authors have broken conventions to achieve specific effects and using similar techniques in own writing – e.g. *repeated use of 'and' to convey tedium, one word sentence*

**SPELLING**

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Spell words by identifying sounds in them and representing the sounds with a letter or letters.	<ul style="list-style-type: none"> <li>▪ Name the letters of the alphabet in order.</li> <li>▪ Use letter names to distinguish between alternative spellings of the same sound.</li> <li>▪ Spell words containing each of the phonemes already taught.</li> <li>▪ Be able to encode the sounds they hear in words.</li> <li>▪ Be able to read back words they have spelt.</li> <li>▪ Use their phonic knowledge when spelling unfamiliar words (<i>i.e. produce phonically plausible spellings</i>).</li> <li>▪ Spell the days of the week.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</li> <li>▪ Learn new ways of spelling phonemes for which one or more spellings are already known.</li> <li>▪ Learn some words with each spelling, including a few common homophones.</li> <li>▪ Learn to spell common exception words.</li> <li>▪ Learn to spell more words with contracted forms.</li> <li>▪ Distinguish between homophones and near-homophone.</li> <li>▪ Add suffixes <i>ness</i> and <i>er</i> to create nouns e.g. <i>happiness, sadness, teacher, baker.</i></li> </ul>	<ul style="list-style-type: none"> <li>▪ Use further prefixes and suffixes and understand how to add them.</li> <li>▪ Spell further homophones.</li> <li>▪ Spell words that are often misspelt.</li> <li>▪ Use the first two letters of a word to check its spelling in a dictionary.</li> <li>▪ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>▪ Learn to spell new words correctly and have plenty of practice in spelling them.</li> <li>▪ Understand how to place the apostrophe in words</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use further prefixes and suffixes and understand how to add them.</li> <li>▪ Spell further homophones.</li> <li>▪ Spell words that are often misspelt.</li> <li>▪ Use the first three letters of a word to check its spelling in a dictionary.</li> <li>▪ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>▪ Learn to spell new words correctly and have plenty of practice in spelling them.</li> <li>▪ Understand how to place the apostrophe in words with irregular plurals (e.g. children's).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Spell words that they have not yet been taught by using what they have learnt about how spelling works in English.</li> <li>▪ Use further prefixes and suffixes and understand the guidelines for adding them.</li> <li>▪ Spell some words with 'silent' letters, e.g. <i>knight, psalm, solemn.</i></li> <li>▪ Continue to distinguish between homophones and other words which are often confused.</li> <li>▪ Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Be secure with all spelling rules previously taught.</li> <li>▪ Write increasingly confidently, accurately and fluently, spelling with automaticity.</li> <li>▪ Use a number of different strategies interactively in order to spell correctly.</li> <li>▪ Develop self-checking and proof-checking strategies. Use independent spelling strategies for spelling unfamiliar words.</li> </ul>

	<ul style="list-style-type: none"> <li>Use the spelling rule for adding <i>-s</i> or <i>-es</i> (i.e. <i>when the word has a /iz/ sound</i>).</li> <li>Use the prefix <i>un-</i> for words without any change to the spelling of the root word .</li> <li>Use suffixes <i>-ing, -ed, -er</i> and <i>-est</i> where no change is needed in the spelling of root words.</li> <li>Apply simple spelling rules and guidelines, as listed in Appendix 1 Supporting Spelling document.</li> <li>Write from memory simple sentences dictated by the teacher that include words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>Select, generate and effectively use adjectives.</li> <li>Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless</i>.</li> <li>Use suffixes <i>er</i> and <i>est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest</i>.</li> <li>Use suffix <i>ly</i> to turn adjectives into adverbs e.g. <i>slowly, gently, carefully</i>.</li> </ul> <p>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far.</p>	<p>with regular plurals (e.g. <i>girls', boys'</i>).</p> <p>Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.</p>	<p>Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.</p>	<ul style="list-style-type: none"> <li>Use dictionaries to check the spelling and meaning of words.</li> <li>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</li> <li>Use a thesaurus.</li> <li>Use suffixes <i>-ate, -ise, -ify</i> to convert nouns and adjectives into verbs.</li> <li>Investigate verb prefixes e.g. <i>dis-, re pre-, mis- and over-</i></li> </ul>	
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## HANDWRITING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Write recognisable letters most of which are correctly formed.</p>	<ul style="list-style-type: none"> <li>Hold a pencil with an effective grip.</li> <li>Form lower-case letters correctly – <i>starting and finishing in the right place, going the right way round, correctly oriented</i>.</li> <li>Have clear ascenders (<i>'tall letters'</i>) and descenders (<i>'tails'</i>).</li> <li>Form capital letters correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another.</li> <li>Use upper case letters appropriately e.g. <i>not always writing A as a capital, not using capitals within words</i>.</li> <li>Write upper case letters of the correct size relative to lower case letters.</li> <li>Start using some of the diagonal and horizontal strokes needed to join letters.</li> </ul>	<ul style="list-style-type: none"> <li>Form and use the four basic handwriting joins.</li> <li>Write legibly.</li> </ul>	<ul style="list-style-type: none"> <li>Write with consistency in size and proportion of letters, e.g. <i>by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Write fluently.</li> <li>Choose when it is appropriate to print or join writing e.g. <i>printing for labelling a scientific diagram</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Write with increasing speed. Choosing the writing implement that is best suited for a task (e.g. <i>quick notes, letters</i>).</li> </ul>