

Progression of Writing Skills & Age Related Expectations

Transcription: Spelling						
<i>EYFS</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Begins to break the flow of speech into words.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and</p>	<p>Name the letters of the alphabet in order.</p> <p>Spell words containing each of the 40+phonemes already taught.</p> <p>Spell common exception words already taught.</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p> <p>Understand that words are divided into beats or syllables.</p> <p>Spell the days of the week.</p>	<p>Spell by segmenting spoken words into phonemes and representing by graphemes, spelling many correctly.</p> <p>Learn to spell a wider range of common exception words.</p> <p>Learn to spell words with contracted forms.</p> <p>Add suffixes to spell longer words including –ment, -ness, -ful, -less, -ly</p> <p>To have knowledge of homophones and near homophones.</p>	<p>Use further prefixes and suffixes and understands how to add them.</p> <p>Spell further homophones and understands their meanings.</p> <p>Identify commonly misspelt words and attempts to correct them (Appendix 1).</p> <p>Understand how to place the possessive apostrophe in words with regular plurals e.g. boys', girls'</p> <p>Can use the first two or three letters of a word to check its spelling</p>	<p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Use further prefixes and suffixes and understands how to add them (Appendix 1)</p> <p>Can spell further homophones.</p> <p>Identify commonly misspelt words and corrects them (Appendix 1).</p> <p>Can place the possessive apostrophe accurately in words</p>	<p>Spell some words with silent letters e.g. knight, psalm, solemn.</p> <p>Use further prefixes and suffixes and understands the guidance for adding them e.g. dis-, de-, mis-, over- and re-.</p> <p>Use knowledge of morphology and etymology in spelling and understands that the spelling of some words needs to be learnt specifically as listed in English Appendix 1.</p> <p>Use a thesaurus.</p>	<p>Recognises how words are related by meaning as synonyms and anonyms.</p> <p>Uses knowledge of morphology and etymology in spelling and understands that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1.</p> <p>Uses dictionaries to check the spelling and meaning of words. Uses a thesaurus.</p> <p>Recognises how words are related by meaning as synonyms and antonyms. Use</p>

<p>other things such as labels or captions. Attempts to write short sentences in meaningful contexts. Children use their phonic knowledge to write words in ways which match their spoken sounds.</p> <p>They write some common irregular words.</p> <p>They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are</p>	<p>Children can write from memory simple sentences dictated by the teacher that include GPCs and common exception words taught so far.</p> <p>Children need knowledge of spelling rules such as _s and _es plurals. Therefore children need to know what plural means.</p> <p>Children know that a prefix is added to the beginning of a word to change it meaning, eg, un</p> <p>Children know what comparative and superlative suffixes are and how to use them. E.g er and est</p> <p>Children need some knowledge of the</p>	<p>Learn new ways of spelling phonemes and representing these by graphemes, spelling many correctly.</p>	<p>(meaning) in a dictionary.</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Explore and accurately use word families based on common words, showing how words are related in form and meaning, e.g. solve, solution, dissolve, insoluble.</p>	<p>with regular plurals e.g. boys', girls' and in words with irregular plurals e.g. children's.</p>	<p>Continue to distinguish between homophones and other words which are often confused.</p>	<p>further prefixes and suffixes and understand the guidance for adding them. Spells some words with 'silent' letters</p>
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phonetically plausible.	times when spelling rules don't apply.					
Transcription: Handwriting						
<i>EYFS</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<p>Draws lines and circles using gross motor movements. Holds pencil between thumb and two fingers, no longer using wholehand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name. Shows a preference for a dominant hand.</p>	<p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Children will learn to form upper case letter correctly that re taller than lower case letters and not joined up.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting families (i.e. letters that are formed in similar ways) and practise these.</p>	<p>Start using some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left un-joined.</p> <p>Form lower case letters of the correct size relative to one another.</p> <p>Write capital letters and digits of the correct size and orientation</p> <p>Use spaces between words that reflects the size of the letters.</p>	<p>Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another are best left un-joined.</p> <p>Increase the legibility, consistency and quality of their handwriting e.g. by ensuring that the downward letters are parallel and equidistant.</p> <p>Increase the legibility, consistency and quality of their handwriting e.g. by ensuring that lines of writing are spaced sufficiently so that ascenders</p>	<p>Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another are best left un-joined.</p> <p>Is able to maintain fluency of writing and has sufficient stamina for typical written tasks.</p>	<p>Writes legibly, fluently and with increasing speed by choosing which shape of a letter to choose when given choices.</p>	<p>Writes legibly, fluently and with increasing speed by choosing which shape of a letter to choose when given choices.</p> <p>Can choose the appropriate style in which to produce writing.</p>

			and descenders of letters do not touch.			
Composition: Sentence structure						
<i>EYFS</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<p>Begins to break the flow of speech into words.</p> <p>Attempts to write short sentences in meaningful contexts</p>	<p>Composes a sentence orally before writing it.</p> <p>Write a simple sentence starting with a personal pronoun (I, you, we etc.)</p> <p>Write a simple sentence starting with a noun/proper noun.</p> <p>Write a simple sentence with straight forward subject/verb agreement.</p>	<p>Write questions (beginning with who/ what/ when/ where/ how etc). Writes statements. Writes exclamatory sentences starting with 'what' or 'how'. Writes commands using the imperative form of a verb. Uses sentences with different forms: statement, question, exclamation, command.</p>	<p>Drafts and writes an increasing range of sentence structures (simple and compound). Uses some variation in sentence types (statement/ command/ question/ exclamation.) Extends the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex).</p>	<p>Composes and rehearses sentences orally (including dialogue). Uses an increasing range of sentence length and structure. Extends the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p>	<p>Makes deliberate choices of sentence length and structure for impact on the reader. Uses fronted prepositional phrases for greater effect; Throughout the stormy winter ... Far beneath the frozen soil ... Chooses the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports. Uses a wide range of clause structures, sometimes varying their position within the sentence.</p>	<p>Uses further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables. Drafts and writes by using a wide range of devices to build cohesion within paragraphs. Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis.</p>
Composition: Text structure and organisation						
<i>EYFS</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
Can retell a simple past	Has an awareness that ideas can be	Consider what they are going to write	Organise writing into logical chunks	Organise paragraphs around a theme	Use further organisational and	Use further organisational and

<p>event in correct order (e.g. went down slide, hurt finger)</p>	<p>organised into a sequence</p> <p>Sequence sentences to form short narratives. Begins to organise ideas/events using simple time related words, numbers, ordering of pictures/caption</p>	<p>before beginning by encapsulating what they want to say, sentence by sentence</p> <p>Use brief opening and ending</p> <p>Appropriately sequence ideas</p>	<p>and write a coherent series of linked sentences for each paragraph</p> <p>Select nouns and pronouns to provide clarity for the reader</p> <p>Use simple organisational devices e.g. headings and sub-headings</p> <p>Organise paragraphs around a theme</p> <p>Vary nouns and pronouns to avoid repetition</p> <p>Use varied nouns and pronouns for cohesion</p>	<p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use conjunctions, adverbs and prepositions to express time and cause for cohesion</p> <p>Openings and closings are clearly signalled and well developed</p> <p>Write coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences</p>	<p>presentational device to structure text and to guide the reader e.g. headings, bullet points and underlining</p> <p>Write coherent paragraphs in logical sequence e.g. rhetorical questions which are answered in the main paragraph with the main ideas elaborated by subsequent sentences</p> <p>Link ideas across paragraphs using adverbials of time (later), place (nearby), number (secondly)</p> <p>Link ideas across paragraphs through tense choice (he had seen her before)</p>	<p>presentational device to structure text and to guide the reader e.g. headings, bullet points and underlining</p> <p>Use the passive voice to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse/the window in the greenhouse was broken</p> <p>Use the structures of informal speech e.g. the use of question tags: He's your friend, isn't he?</p>
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					Use a wide range of devices to build cohesion within paragraphs	
Composition: Composition and effect						
<i>EYFS</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
Attempts to write short sentences	<p>Say out loud what they are going to write about</p> <p>Can discuss what they have written with the teacher or other pupils</p> <p>Use simple word choices that help to convey information and ideas e.g. story or topic related vocabulary</p> <p>Can select basic ideas and content linked to the purpose of the task</p> <p>Can re-read what they have written to check that it makes sense</p>	<p>Considers what they are going to write before beginning by panning or saying out loud what they are going to write</p> <p>Can make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</p> <p>Re-read to ensure that it makes sense, in particular verb tense agreement</p> <p>Proof-read for errors in spelling, grammar and punctuation</p>	<p>Discuss writing which is similar to that which they are planning to write and understand and learns from its structure, vocabulary and grammar</p> <p>Discuss and record ideas when planning</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary</p> <p>Can assess the effectiveness of</p>	<p>Discuss writing which is similar to that which they are planning to write and understand and learns from its structure, vocabulary and grammar</p> <p>Writing is clear in purpose</p> <p>Use a varied and rich vocabulary</p> <p>Description or detail in both narrative and non-narrative is expanded through an appropriate and precise range of vocabulary</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Identify the audience and purpose for the writing</p> <p>Select the appropriate form and use other similar writing as models for their own</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Identify the audience and purpose for the writing</p> <p>Select the appropriate form and use other similar writing as models for their own</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing</p>

		Beginning to develop a positive attitude to and stamina for writing, by writing for different purposes	their own and others' writing and suggest improvements	<p>Viewpoint is consistently maintained (for example, word choice indicates viewpoint on a character or an issue)</p> <p>Use figurative language such as similes and alliteration to build a picture in the reader's head</p>	<p>Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing</p> <p>Viewpoint is established and generally maintained</p> <p>Use figurative language such as similes, alliteration, metaphors and personification in poetry</p>	<p>Suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision</p> <p>Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out/discover; find out/request; go in/enter</p> <p>Integrate dialogue to convey character and advance the action</p>
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						<p>Use figurative language such as similes, alliteration, metaphors and personification in a range of writing</p> <p>Select verb form for meaning and effect e.g. deliberate change of tense</p> <p>Manage shifts in levels of formality within a text</p> <p>Select synonyms accurately for effect rather than as an alternative for an original word</p>
Vocabulary, grammar and punctuation						
<i>EYFS</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
They write simple sentences which can be	Leave spaces between words. Uses capital letter for names. Uses	Uses capital letters, full stops, question marks and exclamation to	Uses conjunctions to express time, place and cause.	Uses inverted commas and other punctuation to indicate direct	Proof-read for spelling and punctuation errors Use relative clauses	Ensures the consistent and correct use of tense throughout a piece

<p>read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p> <p>They use vocabulary focused on objects and people that are of particular importance to them and build up vocabulary that reflects the breadth of their experiences.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sound of new words.</p>	<p>capital letter for the personal pronoun 'I' Begins to punctuate sentences using a capital letter and a full stop. Joins words using 'and'. Begins to punctuate sentences using a question mark and exclamation mark.</p> <p>Uses a capital letter for days of the week.</p> <p>Use simple noun phrases (adjective + noun).</p> <p>Can use the following terminology from Appendix 2 to discuss their writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question</p>	<p>demarcate sentences.</p> <p>Uses coordinating conjunctions (or/and/but). Writes expanded noun phrases to describe and specify.</p> <p>Uses the present and past tenses correctly and consistently.</p> <p>Use -ly to turn adjectives into adverbs – slow/ slowly. Uses subordinating conjunctions (when/ if /that /because).</p> <p>Uses commas to separate items in a list.</p> <p>Use apostrophes to mark where letters are missing in spelling.</p> <p>Uses the suffixes – er, - est, in adjectives.</p>	<p>Uses adverbs and prepositions to express time, place and cause.</p> <p>Uses inverted commas to punctuate direct speech. Knows when to use 'a' and 'an'.</p> <p>Proof-reads for spelling and punctuation errors.</p> <p>Uses irregular simple past-tense verbs e.g. awake / awoke.</p> <p>Uses the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play.</p> <p>Indicates possession by using the possessive apostrophe with plural nouns.</p> <p>Proposes changes to grammar and vocabulary to</p>	<p>speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair.</p> <p>Understands the difference between plural and possessive –s.</p> <p>Proof-reads for spelling and punctuation errors.</p> <p>Proposes changes to grammar and vocabulary to improve consistency, including the</p>	<p>beginning with who, which, where, when, whose, that</p> <p>Use commas to clarify meaning or avoid ambiguity in writing Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify'</p> <p>Ensures correct subject and verb agreement when using singular and plural.</p> <p>Uses brackets, dashes or commas to indicate parenthesis.</p> <p>Uses the perfect form of verbs to mark relationships of time and cause.</p> <p>Uses modal verbs or adverbs to indicate degrees of possibility. Ensures the consistent and correct use of tense throughout a piece of writing. Uses a colon to introduce a</p>	<p>of writing. Uses relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>Uses correct subject and verb agreement when using singular and plural. Uses brackets, dashes or commas to indicate parenthesis.</p> <p>Uses a colon to introduce a list.</p> <p>Uses a semi colon within lists. Uses semi colons, colons or dashes to mark boundaries between independent clauses. Uses hyphens to avoid ambiguity. Uses the perfect form of verbs to mark relationships of time and cause. Uses modal verbs or</p>
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	mark, exclamation mark.	<p>Uses the progressive form correctly and consistently e.g he was shouting. Uses apostrophes to mark singular possession in nouns. Form nouns using suffixes –ness, -er and by compounding e.g. whiteboard, superman.</p> <p>Uses and understands the grammatical terminology in English Appendix 2 in discussing their writing : noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma.</p>	<p>improve consistency, including the accurate use of pronouns in sentences. Uses fronted adverbials. Uses commas after fronted adverbials.</p> <p>Uses and understand the grammatical terminology in English Appendix 2 in discussing their writing : preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted comma</p>	<p>accurate use of pronouns in sentences. Standard English forms for verb inflections instead of local spoken forms. Uses fronted adverbials followed by a comma. Uses the present perfect form of verbs in contrast to the past tense. Indicates possession by using the possessive apostrophe with plural nouns.</p> <p>Uses and understands the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: determiner, pronoun, possessive pronoun, adverbial</p>	<p>list. Uses semi colons, colons or dashes to mark boundaries between independent clauses.</p> <p>Uses and understands the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>adverbs to indicate degrees of possibility. Punctuates bullet points consistently. Uses and understands the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, comma, semi colon, bullet points</p>
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