Northbrook Primary Academy English Progression of Skills for Writing (National Curriculum 2014)

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| YR | Transcription | Handwriting | Composition | Vocabulary, Grammar & Punctuation |
|  | **30-50 months:**      **40-60 months:**   * Continue a rhyming string * Hear and say the initial sound in words * Segment the sounds in simple words and blend them together. * Link sounds to letters, naming and sounding the letters of the alphabet.       **ELG:**   * Use their phonic knowledge to write words in ways which match their spoken sounds | **30-50 months:**   * Sometimes give meaning to marks as they draw and paint. * Draw lines and circles using gross motor movements. * Hold a pencil between thumb and two fingers, no longer using wholehand grasp. * Hold a pencil near point between first two fingers and thumb, and uses it with good control. * Copy some letters, e.g. letters from their name.     **40-60 months:**   * Give meaning to marks they make as they draw, write and paint. * Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. * Show a preference for a dominant hand * Begin to use anticlockwise movement and retrace vertical lines. * Begin to form recognisable letters. * Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.     **ELG:**   * Show good control and co-   ordination in large and small movements.   * Move confidently in a range of ways, safely negotiating space. * Handle equipment and tools   effectively, including pencils for writing.   * Write simple sentences that can be read by themselves and others. | **30-50 months:**   * Speak to retell a simple past event in correct order (e.g. went down slide, hurt finger). * Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. * Use talk in pretending that objects stand for something else in play, e.g. ‘This box is my castle.’ * Engage in imaginative role play based on own first-hand experiences * Build stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’. * Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.     **40-60 months:**   * Link statements and sticks to a main theme or intention. * Use talk to organise, sequence and clarifythinking, ideas, feelings and events. * Introduce a storyline or narrative into their play. * Write own name and other things such as labels, captions. * Attempt to write short sentences in meaningful contexts. * Play cooperatively as part of a group to develop and act out a narrative.     **ELG:**   * Develop their own narratives and explanations by connecting ideas or events. * Write simple sentences, which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. | **30-50 months:**   * Use vocabulary focused on objects and people that are of particular importance to them. * Build up vocabulary that reflects the breadth of their experiences. * Begin to understand ‘why’ and ‘how’ questions * Question why things happen and give explanations and ask questions *e.g. who, what, when, how* * Use a range of tenses in speech *e.g. play, playing, will play, played* * Begin to use more complex sentences to link thoughts when speaking *e.g. using ‘and’ and ‘because’* * Show an understanding of prepositions such as ‘under’,   ‘on top’, ‘behind’ by carrying out an action or selecting correct picture    **40-60 months:**   * Extend vocabulary especially by grouping and naming, exploring the meanings and sounds of new words. * Use language to imagine and recreate roles and experiences in play situations     **ELG:**   * Express themselves effectively, showing awareness of listeners’ needs * Answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events * Use past, present and future forms accurately when talking about events that have happened or are to happen in the future |

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| **Y1** | |  | | **Transcription** | |  | | **Handwriting** | |  | | **Composition** | |  | | **Vocabulary, Grammar & Punctuation** | |
|  | | ▪  ▪  ▪  ▪  ▪  ▪  ▪  ▪  ▪  ▪ | | Spell words containing each of the 40+ graphemes already taught.  Spell common exception words  Spell days of the week  Name the letters of the alphabet in order  Use letter names to distinguish between alternative spellings of the same sound  Use regular plural suffixes: -s, -es  Use suffixes –ing, -ed, -er, -est (with no change to root word) Use prefix un-  Apply rules from Spelling Progression - Y1  Write from memory simple dictated sentences including  GPCs and common exception words | | ▪  ▪  ▪  ▪  ▪ | | Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower case letters in the correct directions, starting and finishing in the right place Form capital letters  Form digits 0-9 Understand which letters belong to which handwriting  ‘families’ | | ▪  ▪  ▪  ▪  ▪  ▪    ▪ | | Say out loud what they are going to write about  Compose a sentence orally before writing it  Sequence sentences to form short narratives Re-read what they have written to check that it makes sense  Discuss what they have written with the teachers or other pupils  Read their writing aloud clearly enough to be heard by their peers and the teacher  Begin to develop an awareness of ‘The Reader’ by making relevant choices about subject matter and choosing appropriate vocabulary | | • • •  • | | Leave spaces between words  Join words and sentences using ‘and’  Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  Use a capital letter for names of people, places, days of the week and the personal pronoun ‘I’ | |

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| **Y2** | |  | | **Transcription** | |  | | **Handwriting** | |  | | **Composition** | |  | | **Vocabulary, Grammar & Punctuation** | |
|  | | •  •  •  •  •    •  •  •  •  • | | Segment spoken words into phonemes and represent these by graphemes, spelling many correctly  Learn new ways for spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones  Learn to spell common exception words (Spelling  Progression)  Learn to spell more words with contracted forms *e.g. didn’t, couldn’t.*  Learn the possessive apostrophe (singular) *e.g. the girl’s book*  Spell words correctly by saying them out loud.  Distinguish between homophones and near-homophones Add suffixes –ful and –less to form adjectives *e.g. help – helpless*  Add suffixes –er, –ness and -ment to form a noun  *e.g teach ~ teacher, sad ~ sadness, enjoy ~ enjoyment* Add suffixes –er and –est to form comparative and superlative adjectives *e.g. happy ~ happier ~ happiest* Add suffix –ly to an adjective to make an adverb *e.g. quick ~ quickly*  Apply rules from Spelling Progression – Y2  Write from memory simple dictated sentences including  GPCs and common exception words | | •  •  •  • | | Form lower-case letters of the correct size relative to one another Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined  Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters Use spacing between words that reflects the size of the letters | | •   * • • • * •   •  •  •  •  • | | Write narratives about personal and others’  experiences (real or fictional)  Write about real events  Write simple poetry  Write for different purposes.  Plan or say out loud what they are going to write about, including writing down ideas and/or key words and new vocabulary.  Writes down ideas and key words before writing Encapsulate what they want to say, sentence by sentence  Evaluate their writing with the teacher and other pupils  Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proofread to check for errors in spelling, grammar and punctuation  Read writing aloud with appropriate intonation to make the meaning clear  Begin to develop an awareness of who they are writing for | | •  •   * • * •   • | | Punctuation:   * full stops o capital letters o exclamation marks o question marks * commas to separate items in a list o apostrophes for contracted forms and singular possession.   Use sentences with different forms: statement,  question, exclamation, command  Use expanded noun phrases to describe and specify Use the present and past tense correctly and consistently including the progressive form *e.g. she is drumming, he was shouting*  Use coordination with: ‘and’, ‘but’, ‘or’  Use subordination with: ‘when’, ‘if’, ‘that’, ‘because’  Use some features of written Standard English | |

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| **Y3** | |  | | **Transcription** | |  | | **Handwriting** | |  | | **Composition** | |  | | **Vocabulary, Grammar & Punctuation** |
|  | | •  • •  •  •  •  •  •  • | | Use further prefixes and suffixes and understand how to add them:   * *prefixes: super-, auto- to form nouns* * *prefixes: un-, dis-, mis-. sub-, tele- - suffixes: -ness, -ful, -less, -ly*   Spell further homophones  Spell words that are often misspelt:  *e.g. ‘ay’, ‘y’ sounding ‘i’, -gue, -que, ‘sh’, ‘ch’, ‘ou’* Place possessive apostrophe accurately in words with regular plurals *e.g. girls’ boys’* and in words with irregular plurals *e.g. children’s*  Use apostrophe correctly for further contracted forms  Use the first 2 or 3 letters of a word to check its spelling in a dictionary  Create word families based on common words: *e.g.* *- fear, feared, fearful, fears, fearfully*   * *solve, solution, solving, solved, solver, dissolved, soluble, insoluble*   Apply rules from Spelling Progression – Y3  Write from memory simple sentences dictated by the teacher | | •  • | | Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the  legibility,  consistency and quality of their handwriting: *Ensure that lines of writing are spaced*  *sufficiently so that ascenders and descenders don’t touch* | | •   * • * • •   •  •   * •   • | | Discuss writing similar to that which they are planning to write in order to understand and  learn from its structure, vocabulary and grammar  Discuss and record ideas  Compose and rehearse sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures  Organise paragraphs around a theme.  Create settings, characters and plot Use simple organisational devices *e.g. headings and sub-headings*  Assess the effectiveness of their own and others’ writing and suggest improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  Proofread for spelling and punctuation errors Read writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear  Begin to adjust the writing to suit ‘The Reader’s’ needs | | • •  •  •  •  • | | Punctuation:  **full stops apital letters**   * **exclamation marks** * **question marks** * **commas to separate items in a list** * **apostrophes for contracted forms and singular possession.** * **inverted commas for direct speech**   **Correct use of ‘a’ or ‘an’ according to whether the next word begins with a consonant or vowel *e.g. a rock, an umbrella*** Extend the range of sentences with more than one clause by using a wider range of conjunctions, including ‘when’, ‘if’, ‘because’, ‘although’  **Use the present perfect form of verbs in contrast to the past tense *e.g He has gone out to play contrasted with He went out to play***  Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition  **Express time, place and cause using:**   * **conjunctions: e.g. while, so, until, although, even if adverbs: e.g. soon, yesterday, always, now, inside** * **prepositions: e.g. because of, below, through, beside, with** Use fronted adverbials + comma | |

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| **Y4** | |  | | **Transcription** | |  | | **Handwriting** | |  | | **Composition** | |  | | **Vocabulary, Grammar & Punctuation** |
|  | | •    •    •  •  • | | Use further prefixes and suffixes and understand how to add them:   * *prefixes: anti-, inter- to form nouns*   *prefixes: in-, im-, ir-, il- to form antonyms*  *prefixes: un-, dis-, mis-, ex-, non- - suffixes: -ing, -er, -en, -ed* - *suffix –ly*  Spell further homophones  Spell words that are often misspelt:   * *‘gu’ words, -sure, -ture, -cian, -sion, -ssion, -tion, ‘sc’ words, -ous* * *plural nouns ending in ‘o’* * *plural nouns ending in ‘y’: change ‘y’ to ‘i’ and add ‘es’* * *verbs ending in ‘y’: change ‘y’ to ‘i’ and add ‘es’* Place possessive apostrophe accurately in words with regular plurals *e.g. girls’ boys’* and in words with irregular plurals *e.g. children’s*   Use apostrophe correctly for further contracted forms Use the first 2 or 3 letters of a word to check its spelling in a dictionary  Create word families based on common words: *e.g.*   * *sign ~ signal ~ unsigned ~ assign ~ resign ~ design* Apply rules from Spelling Progression – Y4   Write from memory simple sentences dictated by the teacher | | •  • | | Confidently use diagonal and horizontal strokes to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting: *Ensure that the downstrokes of letters are parallel and equidistant* | | •   * • * • •   •  •   * •   • | | Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  Discuss and record ideas  Compose and rehearse sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures  Organise paragraphs around a theme.  Create settings, characters and plot Use simple organisational devices *e.g. headings and sub-headings*  Assess the effectiveness of their own and others’ writing and suggest improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  Proofread for spelling and punctuation errors Read writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear  Awareness of ‘The Reader’ and adapt writing accordingly | | •  •  •  •  •  •  • | | Punctuation:   * full stops * capital letters (titles and languages)   -exclamation marks o question marks o commas for lists   * apostrophes for contracted forms and singular possession. * inverted commas for direct speech   Correct use of ‘a’ or ‘an’ according to whether the next word begins with a consonant or vowel *e.g. a rock, an umbrella* **Extend the range of sentences with more than one clause by using a wider range of conjunctions, including**  **‘when’, ‘if’, ‘because’, ‘although’.**  Use the present perfect form of verbs in contrast to the past tense *e.g He has gone out to play contrasted with He went out to play.*  **Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.** Express time, place and cause using:   * conjunctions: as, since, unless, however, even though * adverbs: here, therefore, frequently, everywhere * prepositions: underneath, against, atop, from, towards **Use fronted adverbials + comma** | |

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| **Y5** |  | **Transcription** |  | **Handwriting** |  | | **Composition** |  | | **Vocabulary, Grammar & Punctuation** | |
|  | •  • • •  •  •  •  •  • | Use further prefixes and suffixes:   * *words from root words using prefixes and suffixes* * *suffix: adding to words ending in –fer* * *prefixes: dis-, de-, mis-, over-, re- to convert nouns to verbs.* * *suffixes: -ate, -ise, -ify to convert nouns into adjectives.* Spell some words with silent lettersSpell words with hyphens.   Continue to distinguish between homophones and other words, which are often confused.  Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learned specifically:   * *ough* * *ible/ibly and able/ably* * *‘ie’, ‘ei’ and ‘cei’ words*   Use dictionaries to check the spelling and meaning of words  Use the first three or four letters of a word to check spellings, meaning or both of these in a dictionary  Use a thesaurus  Apply rules from Spelling Progression – Y5 | Write legibly, fluently and with increasing speedChoose which  shape of a letter to use when given choices and deciding, as part of their personal styles, whether or not to join specific letters  Choose the writing implement that is best suited for a task | |  | Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  Note and develop initial ideas, drawing on reading and research  Consider how authors have developed  characters and settings  Select appropriate grammar and vocabulary to enhance and clarify meaning  Describe setting, characterisation and  atmosphere  Integrate dialogue to convey character and advance the action  Use a wide range of devices to build cohesion within/across paragraphs.  Use further organisational and presentational devices to structure text and guide the reader Assess the effectiveness of their own and others’ writing  Propose changes to vocabulary, grammar and punctuation to enhance effects and clarity meaning  Ensure consistent and correct use of tense throughout a piece of writing  Ensure correct subject and verb agreement Proofread for spelling and punctuation errors. Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear. | | •  •  •  •  •  •  •  • | Punctuation:   * **correct speech punctuation for all speech** o **commas to clarify meaning or avoid ambiguity** o hyphens to avoid ambiguity * **brackets, dashes or commas for parenthesis** * **colon to introduce a list or speech in playscripts** * semi-colons, colons or dashes to mark boundaries between independent clauses. * **bullet points for a list** * ellipsis   Formal and informal vocabulary and structures including passive and subjunctive.  Use perfect form of verbs to mark relationships of time and cause.  Use expanded noun phrases to convey complicated information concisely.  **Use modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility.**  **Use relative clauses beginning with *who, which, where, when, whose, that* or with an implied (omitted) relative pronoun.**  **Use cohesive devices within a paragraph e.g. then, after that, this, firstly.**  **Use adverbials of time (e.g. later), place (e.g. nearby) and number/sequence (e.g. secondly) or tense choices (e.g. he *had* seen her before).** | |

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| **Y6** | **Transcription** | **Handwriting** | **Composition** | **Vocabulary, Grammar & Punctuation** |
|  | * Use further prefixes and suffixes:   + *words from root words using prefixes and suffixes*   + *suffix: adding to words ending in –fer*   + *prefixes: bi-, aqua-, trans-, circum-, extra-, pro-, semi-, aero- - suffixes: -ate, -ise, -ify to convert nouns into adjectives.* • Spell some words with silent letters * Spell words with hyphens. * Continue to distinguish between homophones and other words, which are often confused. * Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learned specifically:   + *ough*   + *ible/ibly and able/ably*   + *‘ie’, ‘ei’ and ‘cei’ words* * Use dictionaries to check the spelling and meaning of words * Use the first three or four letters of a word to check spellings, meaning or both of these in a dictionary * Use a thesaurus * Apply rules from Spelling Progression – Y6 | * Write legibly, fluently and with increasing speed. * Recognise when to use an unjoined style:   *e.g. for labelling a diagram r data, writing an email address or for algebra*  *e.g capital letters for filling in a form*   * Choose the writing implement that is best suited for a task. | * Writing is appropriate to the audience and purpose. * Writing uses the appropriate form. * Develop characterisation, setting and atmosphere. * Dialogue used to develop character and advance action. * Select appropriate grammar and vocabulary to enhance and clarify meaning. * Build cohesion within and across paragraphs. * Organisational and presentational devices used to structure writing and guide the reader. * Assess the effectiveness of their own and others’ writing. * Verb tense is consistent and correct throughout. * Subject and verb agreement is accurate. * Proofread for spelling and punctuation errors. * Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear. | * Punctuation: o correct speech punctuation for all speech o commas to clarify meaning or avoid ambiguity   + **hyphens to avoid ambiguity**   + brackets, dashes or commas for parenthesis   + colon to introduce a list or speech in playscripts o **semi-colons, colons or dashes to mark boundaries between independent clauses.**   + bullet points for a list o **ellipsis** * **Formal and informal vocabulary and structures including passive and subjunctive.** * **Use perfect form of verbs to mark relationships of time and cause.** * **Use expanded noun phrases to convey complicated information concisely.** * Use modal verbs (e.g. might, should, will, must) or adverbs (e.g. perhaps, surely) to indicate degrees of possibility. * Use relative clauses beginning with *who, which, where, when, whose, that* or with an implied (omitted) relative pronoun. * Use cohesive devices within a paragraph e.g. then, after that,   this, firstly.   * Use adverbials of time (e.g. later), place (e.g. nearby) and number/sequence (e.g. secondly) or tense choices (e.g. he *had* seen her before). |