The Holy Family Catholic Primary School Writing Skills and Knowledge Progression

Composition – Planning						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	• use ideas from reading in a narrative • say out loud what they are going to write about • say a sentence before writing it	• use a shared text as a model for writing • plan or say out loud what they are going to write about, including writing based on personal experiences • write down ideas, and/or key words, including new vocabulary • encapsulate what they want to say, sentence by sentence	• discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • plan or say out loud what they are going to write about, including writing based on personal experiences • write down ideas, and/or key words, technical vocabulary and phrases • compose and rehearse sentences orally, including dialogue, developing vocabulary and sentence structure choices (National	• discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discuss ideas for writing, beginning to make personal choices when planning • write down ideas, and/or key words, technical vocabulary and phrases • rehearse sentences orally, including dialogue, developing vocabulary and sentence structure choices (National Curriculum English Appendix 2)	• use other similar writing as models for their own • in writing narratives, consider how authors have developed characters, settings and atmosphere in texts they have read, listened to or seen performed • identify the audience for and the purpose of the writing • begin to use a variety of approaches to support effective planning • note and develop initial ideas, drawing on reading and research where necessary • rehearse orally, alternative word choices and sentence	• use other similar writing as models for their own • in writing narratives, consider how authors have developed characters, settings and atmosphere in texts they have read, listened to or seen performed • identify the audience for and the purpose of their writing and select the appropriate form when planning • use a variety of approaches to support effective planning • note and develop initial ideas, drawing on reading and research where necessary • rehearse orally, alternative word

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			Curriculum English Appendix 2)		constructions to best suit the purpose and effect of a text (National Curriculum English Appendix 2)	choices and sentence constructions to best suit the purpose and effect of a text (National Curriculum English Appendix 2)

Composition – Writing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	• sequence sentences to form short narratives • use and continue a repeating pattern from a model • include some story language and patterns following models • re-tell/imitate familiar stories • act out stories and portray characters and their motives • recount real events • use the language of texts read as	• write own narratives with a sequence of events • include story language and patterns • re-tell/imitate/adapt familiar stories with events in sequence and include some dialogue • explore characters' feelings and situations in stories, using role play and oral rehearsal	• begin to develop the events in a narrative sequence • begin to include language that is more likely to be found in written texts rather than spoken language • include dialogue within story writing and begin to use this to reveal detail about character • use some detail in the description of setting and characters' feelings or motives	• write narratives, developing the detail across the sequence of events • include language that is more likely to be found in written texts rather than spoken language • begin to develop mood and atmosphere, including through dialogue between characters • describe characters both physically and	• experiment with form in narrative writing • adapt writing to distinguish between the language of speech and that of written texts • maintain an appropriate balance between dialogue and narrative • develop some aspects of characterisation through what characters say and do, beginning to	• use a variety of narrative structures • adapt writing to distinguish between the language of speech and written texts and choose the appropriate register (formal/informal, personal/impersonal) for example, question tags in informal passages; or the subjunctive mood for very formal texts: the use of technical language; the use of the second person for a less formal, chatty style

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	models for their own writing • sequence sentences to form simple non-fiction text types • assemble information on a subject from their own experience • begin to convey information and ideas in simple non-narrative forms • listen to and discuss a wide range of rhymes and poems, learning to recite some by heart • use words that sequence events (see vocabulary / grammar section for detail of year group expectations) • make some choices of appropriate vocabulary	• describe characters and setting • write about real events • write for different purposes • establish the basic purpose of a text, using some relevant features • assemble information on a subject • convey information and ideas in simple non-narrative forms • listen to and discuss a wide range of contemporary and classic poetry, learning and reciting some • write poetry • use complete sentences grouped together to tell the different parts of the story, linking these with	• write in a variety of genres and forms, including writing for real purposes and audiences, • begin to select and use forms and vocabulary appropriate to the purpose / reader • assemble information on a subject and turn notes into sentences • include the use of devices to organise writing • prepare a range of different forms of poetry to read aloud and perform • write poetry using the features of poetic forms studied • include a structured sequence of events using a range of conjunctions and adverbs (see	through their actions and speech • include setting descriptions across a text • write in a variety of genres and forms, using the appropriate form / features of the genre for audience and purpose • organise or categorise information based on notes from several sources • in non-narrative material, use simple organisational devices • prepare a range of different forms of poetry to read aloud and perform • write poetry using the features of poetic forms studied • sequence events clearly and show how one event	integrate this within a text • begin to weave in setting descriptions with characterisation and action • write in a range of genres and forms taking account of different audiences and purposes • organise information gained from notes made from reading into own writing • begin to précis longer paragraphs from reading • use a range of organisational and presentational devices to structure text and guide the reade • prepare poems to read aloud and perform • learn a wider range of poetry by heart	• blend elements of dialogue, action and description appropriately, ensuring a balance between dialogue and narrator • include aspects of characterisation, including what characters say and do, integrating this within a text • weave in setting descriptions with characterisation / action • write in a range of genres and forms taking account of different audiences and purposes and using features confidently • organise information gained from notes made from reading into own writing • précis longer paragraphs from reading

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		conjunctions (see vocabulary / grammar section for detail of year group expectations) • choose appropriate words and phrases to describe • begin to select words for effect from a range provided (see vocabulary / grammar section for detail of year group expectations) • begin to vary sentence openings (see vocabulary / grammar section for detail of year group expectations) • include some details in both narrative and non-fiction writing	vocabulary / grammar section for detail of year group expectations) • begin to use figurative language • select words for effect from a range provided (see vocabulary / grammar section for detail of year group expectations) • begin to use a variety of sentence structures (see vocabulary / grammar section for detail of year group expectations) • ensure relevant details are included in both narrative and non-fiction writing • begin to use paragraphs to group related materials	leads to another, using appropriate conjunctions and adverbials (see vocabulary / grammar section for detail of year group expectations) • include descriptive detail and figurative language to make writing more vivid • choose words and phrases for effect (see vocabulary / grammar section for detail of year group expectations) • begin to explore the effect of different sentence structures in their writing, for example by considering the effect of changing the order of the information on the reader: (see	• experiment with writing poetry using different forms • organise ideas so that they are sequenced logically according to the genre or form, using a range of adverbials and conjunctions (see vocabulary / grammar section for detail of year group expectations) • use expressive and figurative language to create mood and atmosphere • begin to make choices about vocabulary, word order, and punctuation for effect (see vocabulary / grammar section for detail of year group expectations)	• build on previous year groups' use of organisational and presentational devices to structure text and guide the reader • prepare poems to read aloud and perform • learn a wider range of poetry by heart • write poetry using different forms • make organisational choices for effect, according to the genre or form, using a range of adverbial phrases and conjunctions (see vocab grammar section for detail of year group expectations) • use expressive and figurative language to create mood and atmosphere • select suitable punctuation and precise vocabulary

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| | | | | vocabulary / grammar section for detail of year group expectations)
• begin to consider the reader when adding detail in both narrative and non-fiction writing, for example by addressing the reader directly
• use paragraphs to organise ideas around a theme in non-fiction forms
• use adverbials to connect one paragraph to another
• begin to use paragraphs to indicate changes in setting, character and time in a narrative | • begin to consciously control sentence structures in their writing, sometimes making choices about, sentence length, sentence complexity and punctuation for effect (see vocabulary / grammar section for detail of year group expectations)
• engage reader and sustain interest, in both narrative and non-fiction writing, building on examples provided in year 4 such as asking questions / addressing the reader directly
• or through sharing interesting pieces of information for the reader, or directly with the reader, in | when writing (see vocabulary / grammar section for detail of year group expectations)
• consciously control sentence structures in writing, making deliberate choices about, sentence length, sentence complexity and punctuation for effect (see vocabulary / grammar section for detail of year group expectations)
• maintain interest for the reader in a variety of ways in both narrative and non-fiction writing
• develop points of view and authorial voice
• structure main ideas across the text by using paragraphs purposefully e.g. make some links using cohesive devices within |

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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					nonfiction writing such as reports or biographies. • begin to develop points of view and authorial voice • begin to structure main ideas across the text by using paragraphs purposefully • use devices to build cohesion within a paragraph • link ideas across paragraphs using adverbials of time, place, number or tense choice • begin to use paragraphing to deliberately pace the writing	paragraphs and across paragraphs, repetition of a word or phrase • use paragraphing to deliberately pace the writing

Evaluate and edit						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

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• re-read what they have written to check for sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher	• proof read for errors in spelling, grammar and punctuation • re-read to check that their writing makes sense, and that tenses are consistent • evaluate their writing with the teacher and other pupils • read aloud what they have written with appropriate intonation to make meaning clear to the audience	• proof read for spelling, grammar and punctuation errors • re-read to check that their writing makes sense, that tenses are consistent and that pronouns are used accurately • begin to evaluate and edit the effectiveness of their own and others' writing and suggest improvements • begin to propose changes to vocabulary, punctuation, spelling and grammar • read aloud their own writing, to a group or the whole class, using the appropriate intonation and controlling the tone and volume so that	• proof read for spelling, grammar and punctuation errors • re-read to check that their writing makes sense, that tenses are consistent and that pronouns are used accurately • evaluate and edit the effectiveness of their own and others' writing and suggest improvements. • propose changes to vocabulary, punctuation, spelling and grammar • read aloud their own writing, to a group or the whole class, using the appropriate intonation and controlling the tone and volume so that the meaning is clear	• proof read for spelling, grammar and punctuation errors • re-read to check that their writing makes sense, that tenses are consistent, pronouns are used accurately, and that there is correct subject and verb agreement when using singular and plural • evaluate and edit, assessing the effectiveness of their own and others' writing • propose changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning • perform their own compositions, using appropriate intonation, volume, and movement so	• proof read for spelling, grammar and punctuation errors • re-read to check that their writing makes sense, that tenses are consistent, pronouns are used accurately, and that there is correct subject and verb agreement when using singular and plural • evaluate and edit, assessing the effectiveness of their own and others' writing • propose changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning • perform their own compositions, using appropriate intonation, volume, and movement so

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			the meaning is clear		that meaning is clear	that meaning is clear

Vocabulary, grammar and punctuation						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	• write single clause sentences • use 'and' to link words within sentences • leave spaces between words • begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • join two clauses in a sentence using the co-ordinating conjunction 'and' • use 'because' to provide reasoning • use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	• use single clause sentences and multi-clause sentences using coordinating conjunctions • use some multi-clause sentences using subordinating conjunctions • use sentences with different forms: statement, question exclamation command • punctuate sentences using full stops, capital letters, exclamation marks, question marks • use apostrophes for contracted forms	• use single clause sentences and multi-clause sentences using coordinating conjunctions • use some multi-clause sentences using subordinating conjunctions • use the full range of punctuation taught across KS1 to demarcate sentences, including commas in lists and apostrophes for singular possession • use inverted commas to punctuate direct speech • use commas in lists and begin to	• use single clause sentences and multi-clause sentences using coordinating conjunctions and multi-clause sentences using subordinating conjunctions • use the full range of punctuation taught across KS1 to demarcate sentences, including commas in lists and apostrophes for singular possession • use inverted commas and other punctuation to indicate direct speech i.e. a comma after the reporting clause;	• use a variety of sentences structures, such as: single clause sentences and multi-clause sentences using coordinating conjunctions and multi-clause sentences using subordinating conjunctions • use the full range of punctuation taught across KS1 and LKS2 to demarcate sentences, including apostrophe use and speech punctuation • use brackets, dashes or commas for parenthesis e.g.	• use a variety of sentence structures, such as: single clause sentences and multi-clause sentences using coordinating conjunctions and multi-clause sentences using subordinating conjunctions • use the full range of punctuation taught across KS1 and KS2 to demarcate sentences, including apostrophe use and speech punctuation • use hyphens to avoid ambiguity

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	• learn the grammar for Y1 from English Appendix 2 • orally practise using present and past tenses correctly • use the terminology for Y1 found in English Appendix 2	• use commas in lists • expand sentences using the co-ordinating conjunctions or, and, but and subordination using when if, that, because • use appropriate adjectives and adverbs to give essential information • use expanded noun phrases to describe and specify use some features of standard English • learn the grammar for Y2 from English Appendix 2 • use the present and past tenses correctly and consistently • use the present progressive and past progressive forms	use them to demarcate clauses • express time, place and cause using conjunctions e.g. when, before, after, while, so, because; adverbs e.g. then, next, soon, therefore; prepositions e.g. before, after, during, in, because of • begin to expand noun phrases in different ways, for example by adding prepositional phrases • use some features of standard English • learn the grammar for Y3 from English Appendix 2 • use the present and past tenses correctly and consistently • use the present perfect form of	end punctuation within inverted commas • use a new line for a new speaker when writing direct speech • use apostrophes to mark plural possession • use commas to demarcate items in a list, clauses and phrases • express time, place and cause using conjunctions e.g. when, before, after, while, so, because; adverbs e.g. then, next, soon, therefore; prepositions e.g. before, after, during, in, because of • use fronted adverbials • use commas after fronted adverbials • use a variety of expanded noun phrases, for	asides, additional information • place commas, mostly accurately, to clarify meaning or avoid ambiguity • use a range of conjunctions, prepositions and adverbials, e.g. therefore, despite, even though, later that day, beneath the low moon, slowly and carefully • use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun • begin to make precise and effective use of expanded noun phrases, conveying complicated information concisely • use Standard English forms for verb inflections	• understand the use of semi-colons, colons and dashes to mark the boundary between independent clauses • use a colon to introduce a list • punctuate bullet points consistently • place commas to demarcate items in a list, between clauses and to clarify meaning or avoid ambiguity • use a range of conjunctions, prepositions and adverbials e.g. therefore, despite, even though, later that day, beneath the low moon, slowly and carefully • use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun

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		• use and understand the grammatical terminology found in English Appendix 2 in discussing their writing	verbs instead of the simple past • use and understand the grammatical terminology found in English Appendix 2 in discussing their writing and reading	example, by the addition of modifying adjectives, and prepositional phrases • use Standard English forms for verb inflections instead of local spoken forms • learn the grammar for Y4 from English Appendix 2 • maintain the use of the present and past tenses correctly and consistently • use the present perfect form of verbs in contrast to the past tense • select appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition • use and understand the	instead of local spoken forms • learn the grammar for Y5 from English Appendix 2 • maintain tense consistently and begin to manage shifts in tense • use the perfect form of verbs to mark relationships of time and cause • indicate degrees of possibility using adverbs or modal verbs • ensure correct subject and verb agreement when using singular and plural • begin to use pronouns and a variety of nouns appropriately to aid cohesion and avoid repetition • use and understand the grammatical terminology found	• make precise and effective use of expanded noun phrases, conveying complicated information concisely • use Standard English forms for verb inflections instead of local spoken forms • learn the grammar for Y6 from English Appendix 2 • maintain tense and person consistently including shifts between tenses • use the perfect form of verbs to mark relationships of time and cause • use modal verbs or adverbs to indicate degrees of possibility and when deducing, speculating, and making suppositions

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				grammatical terminology found in English Appendix 2 in discussing their writing	in English Appendix 2 in discussing their writing	• use passive constructions where appropriate • ensure correct subject and verb agreement when using singular and plural • use pronouns and a variety of nouns appropriately to aid cohesion and avoid repetition • use and understand the grammatical terminology found in English Appendix 2 accurately and appropriately when discussing their reading and writing

Handwriting						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	• sit correctly at a table, holding a	• form lower-case letters of the correct orientation	• begin to use the diagonal and horizontal strokes	• secure the use of the diagonal and horizontal strokes	• write legibly, fluently and with increasing speed	• write legibly, fluently and with increasing speed

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	pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place i.e. middle or top • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) • make distinctions between ascenders and descenders and other 'between the line' letters • distinguish between similar looking letters	and size relative to one another • start writing at the middle or top of the letters and leave the end ready to join later • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • 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 un-joined • use spacing between words that reflects the size of the letters	that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • increase the legibility, consistency and quality of handwriting e.g. 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	that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • increase the legibility, consistency and quality of handwriting e.g. 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	• choose the writing implement that is best suited for a task • choose which shape of a letter to use when given choices and deciding whether or not to join specific letters	• choose the writing implement that is best suited for a task • choose which shape of a letter to use when given choices and decide whether or not to join specific letters

Transcription

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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far • spell by segmenting spoken words into phonemes (containing each of the 40+ phonemes already taught) and representing these by graphemes, including plausible attempts, spelling some correctly • use letter names to distinguish between alternative spellings of the same sound • spell most words relating to the Y1 curriculum statements correctly (40+	•write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far • segment spoken words into phonemes and represent these by graphemes, spelling many correctly • learn new ways of spelling phonemes for which one or more spellings are already known • spell most words relating to the statements from previous year groups correctly • apply spelling rules and guidance, as listed in English Appendix 1	• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far • use the first two or three letters of a word to check its spelling in a dictionary • spell most words relating to the statements from previous year groups correctly, after independent proof-reading • spell some words relating to the Y3/4 curriculum statements and word list correctly, after independent proof-reading	• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far • use the first two or three letters of a word to check its spelling in a dictionary • spell most words relating to the statements from previous year groups correctly, after independent proof-reading • spell most words relating to the Y3/4 curriculum statements and word list correctly, after independent proof-reading	• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary • use dictionaries to check the spelling and meaning of words • use a thesaurus to select precise and effective vocabulary • spell most words relating to the statements from previous year groups correctly, after independent proof-reading • spell some words relating to the Y5/6 curriculum statements and word list correctly, after independent proof-reading	• use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary • use dictionaries to check the spelling and meaning of words • use a thesaurus to select precise and effective vocabulary • spell most words relating to the statements from previous year groups correctly, after independent proof-reading • spell most words relating to the Y5/6 curriculum statements and word list correctly, after independent proof-reading

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	phonemes already taught according to phonics scheme used) • name the letters of the alphabet in order • spell the days of the week • use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • use the prefix un- • use –ing, -ed, -er and –est where no change is needed in the spelling of root words • spell common exception words linked to your phonic programme; examples can be found in Appendix 1 of the national curriculum	• spell some words with contracted forms • learn some common homophones and near homophones • add suffixes to spell some words correctly in their writing • spell common exception words				