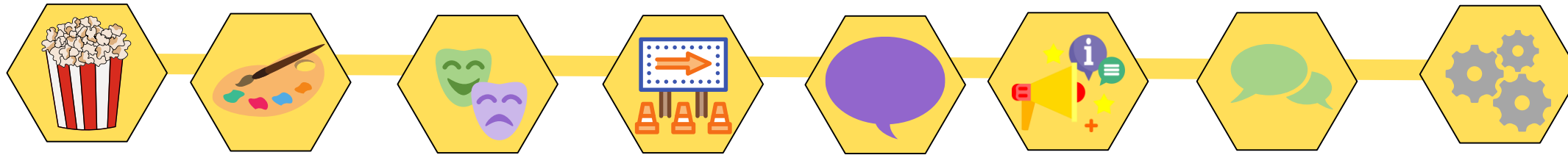


Writing

Progression of Skills and Knowledge



	Spelling	Handwriting	Composition	Vocabulary	Punctuation	Grammar
YR	To apply phonetical knowledge from Phase 2, 3 and 4 in words and phrases.	To correctly form lower case letters using clear ascenders and descenders. 1. Initial Sounds 2. Simple captions 3. Simple sentences Writing on the line with clear finger spaces. (Printed)	Introduce: Finger spaces Simple factual sentences based around a theme Names Labels Captions Lists Diagrams Message Introduce: Simple sentences Simple Conjunctions: and but Say a sentence, write and read it back to check it make sense	'Run' - Repetition for rhythm: e.g. He walked and he walked Repetition in description e.g. a lean cat, a mean cat Introduce: Determiners the / a my you an this that his her Prepositions: up down in into out to onto Adjectives e.g. old, little, big, small, quiet	Finger spaces Capital Letter Full stop	Understanding of: Finger spaces Letter Word Sentence Full stops Capital letters

	<i>Spelling</i>	<i>Handwriting</i>	<i>Composition</i>	<i>Vocabulary</i>	<i>Punctuation</i>	<i>Grammar</i>
<i>y1</i>	<p>To apply phonetical knowledge from Phase 2, 3, 4 and 5 in words and phrases.</p> <p>Segment words into phonemes before choosing graphemes to represent the sounds</p> <p>Write words in a phonetically plausible way</p> <p>Write words containing each of the 40+ graphemes already taught</p> <p>Spell two syllable words by segmenting each part of the word (e.g. farmyard, football)</p> <p>Add suffixes to verbs where no change is needed to the spelling of the root word (e.g. helping, helped, helper)</p> <p>Begin to add -er and -est to adjectives (e.g. quicker, quickest)</p> <p>Spell the days of the week and common decodable words.</p> <p>Spell simple common exception words (e.g. said, was, where)</p>	<p>To correctly form lower and upper case letters using clear ascenders and descenders.</p> <ol style="list-style-type: none"> Initial Sounds Simple captions Simple sentences <p>Writing on the line with clear finger spaces.</p> <p>(Printed)</p>	<p>Introduce: Types of sentences: Statements Questions Exclamations</p> <p>Simple Conjunctions: and or but</p> <p>Simple Sentences: I went to the park. The castle is haunted.</p> <p>Compound sentences: The children played on the swings and slid down the slide.</p> <p>Planning Tools: Story map</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Understanding - beginning /middle /end to a story</p> <p>Understanding - 5 parts to a story:</p>	<p>Prepositions: Inside Outside Towards Across Under</p> <p>Determiners: The, a, your, an, this, that, his, her, their, some, all, lots of, many, more, those, these</p> <p>Adjectives to describe: The old house The huge elephant</p> <p>Precise clear language: First, switch on the light.</p> <p>Regular Plural Noun Dogs, cats,</p>	<p>Capital letters for names</p> <p>Capital letter for the pronoun I</p> <p>Full stops</p> <p>Bullet points</p> <p>Question marks</p> <p>Exclamation marks</p> <p>Speech Bubble</p>	<p>Understanding of:</p> <p>Finger spaces Letter Word Sentence Full stops Capital letters Question mark Exclamation mark Speech Bubble Bullet Points Adjective Nouns Verbs Conjunction (and/or/but)</p>

	<i>Spelling</i>	<i>Handwriting</i>	<i>Composition</i>	<i>Vocabulary</i>	<i>Punctuation</i>	<i>Grammar</i>
y2	<p>Write words containing phonemes taught, including alternative spelling patterns for some phonemes</p> <p>Segment words into phonemes and represent these by alternative graphemes (see spelling shed)</p> <p>Write words containing the /l/ sound at the end of a word including -el, -al, -il, -le</p> <p>Write words ending in -tion</p> <p>Add -ed, -ing, -est and -er to a root ending with -y with a consonant before it (e.g. copy; copied, copying)</p> <p>Add -ed, -ing, -est, -er and -y to a root ending with -e with a consonant before it (e.g. hike; hiked, hiking)</p> <p>Use the suffixes -ment, -ness, -ful, -less, -ly spelling some correctly</p> <p>Use irregular plural noun suffixes (e.g. baby, babies; tooth, teeth)</p> <p>Add -es to words ending in -y by changing the y to an i before adding -es (e.g. carry becomes carries)</p> <p>Add -s to words ending in a vowel plus -y, including -ey, -oy, -ay, -uy (e.g. donkeys)</p> <p>Distinguish between homophones and near homophones and select the correct spelling (e.g. there, their, they're)</p> <p>Spell decodable high frequency words correctly. Spell some common exception words (e.g. Mrs, people, Christmas, beautiful)</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>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.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters</p>	<p>Types of sentences Command Statement Question Exclamation</p> <p>A variety of openers Who/What, Where, Time openers to avoid repetition.</p> <p>Compound sentences Using and, but, or</p> <p>Complex sentences When, because, if, that</p> <p>Use a range of long and short sentences</p> <p>3 list for description He wore shoes, a dark coat and a red hat.</p> <p>Secure use of planning tools: Story map / story mountain / story grids/ 'Boxing up' grid (Refer to Story Types grids)</p> <p>Understanding 5 parts to a story with more complex vocabulary</p> <p>Secure use of planning tools: Text map / washing line / 'Boxing - up' grid</p>	<p>Expanded noun phrases The scary, old women lived in a crooked house.</p> <p>Prepositions: Behind, above, along, before, between, after</p> <p>Adverbs for description / information The snow fell gently</p> <p>Generalisers Most, some, all</p> <p>Simile using like and as (use with caution)</p>	<p>Demarcate: Capital letters Full stops Exclamation marks Question marks</p> <p>Commas to separate a list</p> <p>Apostrophes for contraction</p> <p>Apostrophes for possession (singular)</p>	<p>Understanding of: Conjunction (and/or/but because/when/if) Adverbs Apostrophe for contraction Apostrophe for singular possession Commas for a list Suffixes Tense Generaliser</p> <p>(Including prior Y1 grammatical knowledge)</p>

	Spelling	Handwriting	Composition	Vocabulary	Punctuation	Grammar
y3	<p>Begin to form nouns using a range of prefixes, such as (dis, mis, re)</p> <p>Begin to understand how adding suffixes can change meaning and spell new words correctly using spelling rules (ing, ed, er)</p> <p>Use further suffixes (e.g. -ation, sion) adding to verbs to form nouns (e.g. information, admiration) with some accuracy.</p> <p>Add -ly, -ily or -ally to an adjective to form an adverb, usually applying the associated spelling rule</p> <p>Add al, el or le to the end of words</p> <p>Spell further homophones and near homophones (e.g. meet/meat, fair/fare, knot/not and hear/here)</p> <p>Segment words into phonemes and represent these by graphemes spelling many words from the Year 3 guidance (See Spelling Shed)</p> <p>Spell words accurately with contracted forms.</p>	<p>Begin to use the 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>Begin to work on the legibility, consistency and quality of their handwriting (for example, 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.)</p>	<p>Vary long and short sentences:</p> <p>Long sentences to add description or information. Short sentences for emphasis and making key points</p> <p>Use conjunctions, adverbs and prepositions to express time, - place and causes (e.g. when, before, after, while, so because, then, next, soon, therefore, during, in, because of)</p> <p>Embellished simple sentences:</p> <p>Adverb starters to add detail e.g. <i>Carefully, she crawled along the floor of the cave...</i> <i>Amazingly, small insects can...</i></p> <p>Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials) <i>A few days ago, we discovered a hidden box.</i></p> <p>Compound sentences (Coordination) using connectives: <i>and/ or / but / so / for / nor / yet</i> (coordinating conjunctions)</p> <p>Develop complex sentences (Subordination)</p> <p>Secure use of planning tools: Story map /story mountain / story grids / 'Boxing-up' grid (Refer to Story-Type grids)</p> <p>Plan opening around character(s), setting, time of day and type of weather</p> <p>Paragraphs to organise ideas into each story part</p>	<p>Prepositions Next to, by the side of, in front of, during, through, because of</p> <p>Powerful verbs: Stare, tremble, slither</p> <p>Boastful language Unbelievable, exciting, magnificent</p> <p>Technical Vocab i.e. variety,</p> <p>Word families</p> <p>Use generally appropriate vocabulary with some words chosen for effect</p>	<p>Demarcate:</p> <p>Inverted commas around direct speech</p> <p>Use of comma after fronted adverbial</p> <p>Apostrophe for contraction</p> <p>Apostrophe for plural possession</p> <p>(Including prior knowledge Y1/Y2)</p>	<ul style="list-style-type: none"> · Coordinating Conjunction (FANBOYS) · Subordinating Conjunction (because, when, if, although, since) · Word Family · Clause · Subordinate clause · Adverb · Preposition · Direct speech · Inverted commas · Apostrophe for contraction · Apostrophe for plural possession · Present perfect form. <p>(Including prior knowledge Y1/Y2)</p> <ul style="list-style-type: none"> · Prefix · Consonant/Vowel · Determiner · Synonyms

	Spelling	Handwriting	Composition	Vocabulary	Punctuation	Grammar
Y4	<p>Correctly use a range of prefixes, such as (in, sub, inter, super, anti, auto, bi)</p> <p>Correctly use a range of suffixes, such as (ation, ily, ion sion cian ous ious)</p> <p>Segment words into phonemes and represent these by alternative graphemes (see spelling shed)</p> <p>Confidently spell words that can be confusing due to the sound that letters make within words</p> <p>Understand the relationship between words to assist spelling (e.g. medicine is related to medic so the 's' sound is spelt 'c')</p> <p>Spell further homophones and near homophones (e.g. accept/except, missed/mist, weather, whether)</p> <p>Recognise that the start letter of a word can change the prefix: before l it becomes il (e.g. illegal) before m or p it becomes im (e.g. immature) before r it becomes ir (e.g. irregular)</p> <p>Accurately spell some complex polysyllabic words using the strategy of breaking the longer word down into its individual syllables</p>	<p>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</p> <p>Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.)</p>	<p>Standard English for verb inflections instead of local spoken forms</p> <p>Long and short sentences: Long sentences to enhance description or information Short sentences to move events on quickly e.g. <i>It was midnight. It's great fun.</i></p> <p>Secure use of simple / embellished simple sentences</p> <p>Secure use of compound sentences (Coordination) using coordinating conjunction <i>and / or / but / so / for / nor / yet</i> (coordinating conjunctions)</p> <p>Develop complex sentences: (Subordination)</p> <p>Main and subordinate clauses with range of</p> <p>Consolidate Year 3 list</p> <p>Appropriate choice of pronoun or noun across sentences to aid</p> <p>Secure use of planning tools: e.g. story map /story mountain /story grids /'Boxing-up' grids (Refer to Story Types grids) Plan opening using: Description /action</p> <p>Paragraphs: to organise each part of story to indicate a change in place or jump in time</p> <p>Build in suspense writing to introduce the dilemma</p>	<p>Prepositions <i>at underneath since towards beneath beyond</i></p> <p>Conditionals - <i>could, should, would</i></p> <p>Comparative and superlative adjectives e.g. <i>small...smaller...smallest good...better...best</i></p> <p>Proper nouns refers to a particular person or thing e.g. <i>Monday, Jessica, October, England</i></p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion subordinating conjunctions.</p> <p>Repetition to persuade e.g. <i>Find us to find the fun</i></p> <p>Dialogue - verb + adverb - <i>"Hello," she whispered, shyly.</i></p> <p>Appropriate choice of pronoun or noun within a sentence to avoid ambiguity and repetition between plural and possessive -s</p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were instead of we was, or I did</i>)</p> <p>Use generally appropriate vocabulary with some words chosen for effect</p>	<p>Demarcate:</p> <p>Commas to mark clauses and to mark off fronted adverbials</p> <p>Apostrophe for contraction</p> <p>Apostrophe for plural possession</p> <p>Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. <i>"It's late," gasped Cinderella!</i></p> <p>(Including prior knowledge Y1-Y3)</p>	<ul style="list-style-type: none"> · Pronoun · Possessive Apostrophe · Adverbial · Fronted adverbial · Plural Possession · Direct speech · Inverted commas <p>(Including prior knowledge Y1-Y3)</p>

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Y5	<p>To use further suffixes (tial, -cial, -cious and -tious), applying knowledge of the root word endings.</p> <p>To use further suffixes (ant, -ance, -ancy, -ent, -ence, -ency,), applying knowledge of the root word endings.</p> <p>Use further suffixes (-able, -ible, -ably, -ibly) applying knowledge of root word endings.</p> <p>Use further suffixes (-ise, -ate, -ify) applying knowledge of root word endings.</p> <p>Use spelling rules and understanding exception such as ie after c</p> <p>To spell a wide range of homophones (e.g. allowed/aloud)</p> <p>Write words containing common letter strings which can represent different phonemes, though not always accurately (e.g. cough and plough)</p> <p>Spell words containing unstressed vowels (e.g. animal, factory)</p> <p>To spell words from the Y5/6 list and begin to spell correctly</p>	<p>Working towards writing legibly, fluently and with increasing speed by:</p> <p>Beginning to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>I am starting to choose the writing implement that is best suited for a task</p>	<p>Relative clauses beginning with <i>who, which, that, where, when, whose</i> or an omitted relative pronoun.</p> <p>Secure use of simple and compound sentences</p> <p>Develop complex sentences: (Subordination)</p> <p>Main and subordinate clauses with full range of conjunctions:</p> <p>Expanded -ed clauses as starters e.g. <i>Encouraged by the bright weather, Jane set out for a long walk.</i></p> <p>Elaboration of starters using adverbial phrases e.g. <i>Beyond the dark gloom of the</i></p> <p>Sentence reshaping techniques e.g. lengthening or shortening sentence for meaning and /or effect</p> <p>Moving sentence chunks (how, when, where) around for different effects e.g. <i>The siren echoed loudly ...through the lonely streetsat midnight</i></p> <p>Use of rhetorical questions Stage directions in speech (speech + verb + action) e.g. <i>"Stop!" he shouted, picking up the stick and running after the thief.</i></p> <p>Indicating degrees of possibility using modal verbs (e.g. might, should, will, must) or adverbs</p>	<p>Metaphor - be able to identify and use metaphors in their writing.</p> <p>Personification – use personification in their writing for effect.</p> <p>Onomatopoeia – use onomatopoeia in poetic pieces of writing.</p> <p>Developed use of technical language</p> <p>Make deliberate vocabulary choices with some expansion of general vocabulary to match the topic</p>	<p>Demarcate:</p> <p>Rhetorical question</p> <p>Dashes</p> <p>Brackets/dashes/commas for parenthesis</p> <p>Colons</p> <p>Use of commas to avoid ambiguity</p> <p>(Including prior knowledge Y1-Y4)</p>	<p>Colon – instructions/to introduce a list</p> <p>Relative clause</p> <p>Pronoun</p> <p>Modal verb</p> <p>Parenthesis</p> <p>Bracket- dash</p> <p>Determiner</p> <p>Cohesion</p> <p>Ambiguity</p> <p>Metaphor</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Rhetorical question</p> <p>(Including prior knowledge Y1-Y4)</p>

	<i>Spelling</i>	<i>Handwriting</i>	<i>Composition</i>	<i>Vocabulary</i>	<i>Punctuation</i>	<i>Grammar</i>
Y6	<p>Continue to use prefixes including '-trans, -bi, -tri, -semi' and '-aero, -micro, -tele, -photo, -circum.'</p> <p>Continue to use a hyphen to join a prefix to a word when the prefix ends in a vowel letter and the root word also begins with a vowel letter (e.g. re-, pre-, co-, anti-, semi-)</p> <p>Continue to use further suffixes applying knowledge of the root word endings.</p> <p>Add suffixes beginning with vowel letters to words ending in -fer, recognising when the r should be doubled (e.g. referred, reference)</p> <p>Spell accurately confusing words containing 'ie' or 'ei' Spell words with silent letters (e.g. psalm).</p> <p>Choose/spell correctly the nouns and verbs which can be confusing (e.g. advice/advise)</p> <p>Independently select the correct spelling pattern for words, including those where the relationship between the sounds and letters is unusual (e.g. yacht).</p> <p>Write most words from the Y5/6 lists accurately, 80%</p>	<p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choosing the writing implement that is best suited for a task</p>	<p>Secure use of simple / embellished simple sentences, compound sentences and complex sentences: (Subordination)</p> <p>Main and subordinate clauses with full range of conjunctions:</p> <p>Active and passive verbs to create effect and to affect presentation of information e.g.</p> <p>Active: Tom accidentally dropped the glass.</p> <p>Passive: The glass was accidentally dropped by Tom.</p> <p>Active: The class heated the water.</p> <p>Passive: The water was heated.</p> <p>Developed use of rhetorical questions for persuasion</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he?, or the use of the subjunctive in some very formal writing and speech) as in If I were you.</p> <p>Paragraphs - Secure use of linking ideas within and across paragraphs</p> <p>Secure development of characterisation</p> <p>Non-fiction:</p> <p>Secure planning across non-fiction genres and application</p> <p>Use a variety of text layouts appropriate to purpose</p>	<p>Expanded noun phrases to convey complicated information concisely</p> <p>Build in literary feature to create effects e.g. alliteration, onomatopoeia, similes, metaphors</p> <p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing</p>	<p>Demarcate:</p> <p>Use of the semi-colon, colon and dash to indicate a stronger subdivision of a sentence than a comma.</p> <p>Use of colon to introduce a list and semi-colons within lists.</p> <p>Punctuation of bullet points to list information.</p> <p>How hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</p> <p>(Including prior punctuation from Y1-Y5)</p>	<p>Active and passive voice</p> <p>Subject and object</p> <p>Hyphen</p> <p>Synonym, antonym</p> <p>Colon/ semi-colon</p> <p>Bullet points</p> <p>Ellipsis</p> <p>Subjunctive</p> <p>(Including prior knowledge Y1-Y5)</p>