



Kirk Smeaton CE Primary School – Progression of Skills - Writing

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>COMPOSITION Compose sentences before writing them. Write a sequence of sentences to form short narratives, recount & simple instructions, with relevant ideas which are mostly chronological. Vary some sentence openers although they usually start with repetition of pronoun/verb or subject/verb. Re-read what I have written to check that it makes sense. Read aloud writing and discuss what is written with teacher or other pupils.</p> <p>VOCABULARY, PUNCTUATION & GRAMMAR Leave finger spaces between words. Join sentences using simple conjunctions (connectives) e.g. and, but, so, because. Beginning to punctuate sentences using a capital letter and a full stop, question mark and an exclamation mark. Use a capital letter for names of people, places, days of week, & personal pronoun 'I'. Use simple adjectives to describe a noun, e.g. The butterfly is blue. Use and understand grammatical terminology (letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark).</p> <p>TRANSCRIPTION Spell words containing each of the 40+ phonemes already taught. Spell the days of the week. Name the letters of the alphabet. Add -s or -es to nouns to make a plural. Use the prefix un-</p>	<p>COMPOSITION Write simple narratives, diaries, non-chronological reports, instructions & poetry. Plan by writing down ideas and/or key words, including new vocabulary, making sure the text has a beginning, middle and end with related ideas grouped together. Consider what to write by saying out loud what to write about. Use sentences with different forms (statements, questions, exclamations and commands). Use adjectives appropriately for description. Beginning to use some structural devices to link ideas with time connectives or, in non-fiction, through numbered/bullet points or sub-headings. Use a wider range of sentence openers including adverbs, e.g. suddenly, finally, carefully, slowly. Use the correct tense throughout writing most of the time. Make simple corrections to writing by proof-reading aloud to check for errors in SPaG.</p> <p>VOCABULARY, PUNCTUATION & GRAMMAR Use full stops and capital letters most of the time. Use exclamation marks and question marks some of the time. Use apostrophes for contracted forms and bullet points to list words/ideas. Beginning to use connectives for subordination (when, if, that, because) and co-ordination (or, and, but). Write grammatically accurate simple and compound sentences. Use grammatical terminology in discussing writing, e.g. noun, noun phrase, statement, question,</p>	<p>COMPOSITION Discuss and plan ideas about settings, character and a plot in narrative and key text features in non-narrative before formally writing. Compose and rehearse sentences orally, making changes if they don't make sense. Begin to organise paragraphs around a theme, using description & explanation to expand meaning. Include simple organisational devices, such as headings, subheadings, numbers & bullet points in non-narrative and time sequencers in narrative. Use a variety of sentence types (simple, compound, complex). Up-stage writing, for example by adding in a simile, using alliteration & varying verbs. Edit own and others' work by proofreading for spelling and punctuation errors. Read own writing aloud to the whole class using expression and tone.</p> <p>VOCABULARY, PUNCTUATION & GRAMMAR Use a variety of prepositions, adverbs, pronouns & conjunctions at the start & within sentences to avoid repetition. Extend sentences by using a wider range of connectives including when, if, because, although (perhaps punctuating with a comma before the connective). Use expanded noun phrases, e.g. the big, brown dog. Apply new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes. Use 'a' and 'an' correctly.</p>	<p>COMPOSITION Identify and name key features of a text type and describe a context/scenario for using it. Take notes during discussions and use them later in writing. Independently compose and orally rehearse sentences incorporating new vocabulary. Independently plan narrative and non-fiction (letters, diaries, non-chronological reports, instructions, reports) texts into paragraphs before I begin to write. Know how to demarcate paragraphs and do this in writing, using time sequencers (In a flash...) in narrative writing and signposting in non-fiction (In this paragraph we will discuss...). Put related information together and write an engaging opening and closing paragraph. Accurately assess own and others' writing and make improvements. Proof reading & edit writing. Read loudly & clearly to be heard by all, pausing & interpreting punctuation marks by intonation.</p> <p>VOCABULARY, PUNCTUATION & GRAMMAR Choose and correctly use nouns and pronouns to avoid repetition. Use similes (He was as scared as a mouse being chased by a lion) & attempt personification to describe (Fear touched his heart). Use a range of connectives at the beginning & within sentences to add detail: when, if, because, although, however (punctuating with a comma before the connective when appropriate). Use the correct verb tense. Using punctuation correctly: full stops, capital letters, exclamation marks, question marks, commas for lists & apostrophes.</p>	<p>COMPOSITION Identify audience & purpose of the writing, selecting the appropriate context across a variety of genre, e.g. application form to persuade, diary entry to recount, email a poem to enter a poetry competition. Plan ideas in a variety of ways, using similar writing models, reading & research. Paragraph accurately (change in topic, time, event, action, setting, new speaker), ensuring the main idea for each paragraph is sustained & developed around a topic sentence or adverbial time phrases. Portray characters through meaningful interaction and dialogue that moves the story on. e.g. "Watch out, you've left the door open!" Use organisational devices to structure texts & guide the reader, e.g. headings, sub-headings, bullet points, bold words & underlining. Evaluate and edit writing against agreed success criteria, identifying strengths and suggest changes to spelling, subject-verb agreement, tense, punctuation & vocabulary. Vary sentence length to create tension/suspense/maximise a crucial point. Use consistent and correct tense throughout a piece of text.</p> <p>VOCABULARY, PUNCTUATION & GRAMMAR Begin to use a thesaurus to vary vocabulary, selecting words for effect. Select appropriate vocabulary, powerful verbs, adjectives, similes, personification for effect (describe settings, characters, atmosphere in narrative or enhance a viewpoint in non-narrative).</p>	<p>COMPOSITION Identify audience, purpose & context, choosing from a range of familiar texts to support narrative and non-narrative writing. Plan in various ways, drawing on reading, text models & research, e.g. flow charts, tables. Produce coherent paragraphs that follow a logical sequence, developed around a single focus, idea, topic sentence or event, maintaining a balance between action, dialogue & narration or viewpoint. Use a range of cohesive devices, including adverbials to form links between and within paragraphs and sentences (time, cause/effect and/or compare/contrast). Use further organisational and presentational devices to structure texts & guide the reader, e.g. questions as sub-headings, bullet points, tables, diagrams, CAPITALS, italics, lists, numbers, columns. Vary sentence length to create tension/suspense/maximise a crucial point. Use tense consistently and use deliberate changes of tense for effect (appropriate to genre). Work alone/with others to evaluate writing for overall impact & suitability for audience & purpose against success criteria, editing appropriately, linking to previous teaching and suggest improvements. Demonstrate a mastery of language through public speaking, performance and debate.</p> <p>VOCABULARY, PUNCTUATION & GRAMMAR Use a thesaurus to vary vocabulary to avoid repetitious or bland language.</p>

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<p>Use -ing, -ed, -er and -est (where no change is needed in the spelling of root word). Apply spelling rules and guidelines for Year 1. Use the Y1 Grammar: suffix -s & -es, when added to verbs where no change is needed in the spelling of root words, & prefix un- which changes the meaning of verbs and adjectives. Write simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>HANDWRITING Sit at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction. Form capital letters. Form digits 0-9 correctly Beginning to use the joined script from Year 1 Pen Pals.</p>	<p>exclamation, command, adjective, verb, suffix, adverb, past tense, present tense.</p> <p>TRANSCRIPTION Spell correctly by segmenting words into phonemes & representing these with graphemes. Learn new ways of spelling phonemes for which one or more spellings are known, and learn some words with each spelling including a few homophones. Spell some words with contracted forms, e.g. didn't, won't. Add suffixes to spell longer words, e.g. -ment, -ness, -ful, -less, -ly most of the time. Apply spelling rules from Year 2 appendix 1. Spell most common exception words. Write from memory a simple sentence dictated by the teacher containing spellings taught.</p> <p>HANDWRITING Form lower-case letters of the correct size. Use diagonal and horizontal strokes to join letters and know when letters are best left un-joined. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Use finger spaces between words that reflect the size of the letters & writing is legible.</p>	<p>Punctuate direct speech correctly knowing the proper term is inverted commas. Discuss writing using grammatical terminology (adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, constant letter, vowel, vowel letter, inverted commas).</p> <p>TRANSCRIPTION Spell common words correctly including exception words and other words that have been learnt (see appendix 1 of the national curriculum document). Spell words that are in year 3's word list using knowledge of word families. Form nouns using prefixes (super -, anti-). Use a variety of prefixes and suffixes and understand how to add them. Place the possessive apostrophe accurately in words. Use the first 2 or 3 letters of a word to check it's spelling in a dictionary. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>HANDWRITING Use diagonal & horizontal strokes to join letters with more fluency, legibility and consistency.</p>	<p>Use 'a' or 'an' correctly. Use inverted commas and other punctuation to indicate direct speech. Use apostrophes for plural possession (The dog's kennel; the dogs' kennel). Confidently start a sentence with an adverb; using commas after fronted adverbials where appropriate.</p> <p>TRANSCRIPTION Usually correctly spell words from appendix 2 of the national curriculum document. Explain the meaning of most prefixes: e.g. un-, dis-, mis-, in-, il-, im-, re-, sub-. Spell words where suffixes beginning with vowel letters are added to words of more than one syllable. Find words in a dictionary to accurately check own spellings. Write a sentence said by teacher accurately applying newly taught spelling patterns and punctuation.</p> <p>HANDWRITING Produce consistent, good quality handwriting 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>Use a range of connectives at the beginning & within sentences e.g. when, if, because, however, despite (punctuating with a comma to clarify meaning), e.g. When the storm was over, John returned home. Use commas/brackets/dashes to denote relative clauses starting with who, which, where, when, whose, e.g. As the stormy winds battered the house (which had stood for a hundred years) windows began to shatter. Begin to use modal verbs/adverbs to indicate degrees of possibility, e.g quite, hugely, might, should. Use text appropriate punctuation accurately, including full stops, capital letters, exclamation marks, question marks, commas for lists, brackets, inverted commas, apostrophes and dashes. Spell most common kn, mb, mn words and silent b words correctly, e.g. knee, thumb, rustle. Correctly spell most words from Year 5 spelling list. Draw on a range of 'root' words to spell other words, e.g. 'ordinary' 'extraordinary', 'ordinarily'. Spell words with prefixes and suffixes with or without changes to spelling e.g. adorable, reliable etc. Use a dictionary to find the initial letter of any word and use the guide words to fine tune the search to the third or fourth letter, then independently read and understand the definition.</p> <p>HANDWRITING Produce consistent, good quality joined handwriting 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>Use powerful adjectives, unique similes & effective personification & begin to use idioms to create atmosphere/imagery to engage the reader. Use the passive voice in a sentence, instead of: 'Tom posted the letter' write: 'The letter was posted by Tom'. Use modal verbs or adverbs to determine degrees of possibility, e.g. ought to have listened ... should have known... Use text appropriate punctuation: inverted commas; commas for clarity and punctuation for parenthesis; colons, dashes, semi-colons & hyphens. Use a range of subordination conjunctions at the start & within sentences including when, if, because, although, however, despite (punctuating with a comma before when appropriate). Use embedded relative clauses beginning with who, which, where, whose, or that with commas or brackets, e.g. She put on her shoes, which were very comfortable.</p> <p>TRANSCRIPTION Spell Year 5/6 words from the national curriculum document, including homophones. Spell most common ps, psy, gn and silent letter words correctly: e.g. gnome, sign, design, gnaw. Spell words with prefixes/suffixes with/out associated changes: e.g. ible, able, cious, tious. Turn confidently and readily to the dictionary to find the correct spelling or definition of a word.</p> <p>HANDWRITING Ensure letter shapes and joins are produced fluently, legibly & with increasing pace while sustaining neatness and accuracy, maintaining all previously taught skills.</p>