



St. Patrick's Catholic Primary school

Progression of skills- Writing

EYFS

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Transcription	Sometimes gives meaning to marks as they draw and paint.	Spell words containing each of the 40+ phonemes already taught	Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly	Use further prefixes and suffixes and understand how to add them (English Appendix 1)	Use further prefixes and suffixes and understand how to add them (English Appendix 1)	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1	Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
	Gives meaning to marks they make as they draw, write and paint.	Read and spell common exception words that have been taught	Spell by learning new ways of spelling phonemes for which one or more spellings are already known	Spell words that are often misspelt (English Appendix 1)	Spell further homophones	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
	Begins to break the flow of speech into words.	Name the letters of the alphabet in order	Spell common homophones	Use the first two or three letters of a word to check its spelling in a dictionary	Spell words that are often misspelt (English Appendix 1)	Use a thesaurus	Use a thesaurus
	Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.	Use letter names to distinguish between alternative spellings of the same sound	Spell common exception words (taught so far)	Form nouns using prefixes e.g. super, anti, auto	Place the possessive apostrophe accurately in words with regular plurals e.g. boys', girls' and in words with irregular plurals e.g. children's	Use further prefixes and suffixes and understand the guidance for adding them e.g.	Recognise how words are related by meaning as synonyms and antonyms
	Writes own name and other things such as labels, captions.	Use -ing and -ed, where no change is needed in the spelling of root words	Add suffixes to spell longer words, including -ly	Spell further homophones and understand their meanings	Use the first two or three letters of a word to check its spelling in a dictionary	dis-', 'de-', 'mis-', 'over-' and 're-'	Use further prefixes and suffixes and understand the guidance for adding them
	Attempts to write short sentences in meaningful contexts.	Spell the days of the week	Use possessive apostrophe (singular)	Explore and accurately use word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble	Plural nouns of words ending in 'o'.	Spell some words with 'silent' letters	Spell some words with 'silent' letters
	Children use their phonic knowledge to write words in ways which match their spoken sounds.	Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs	Add suffixes to spell longer words including -ful, -less (to create adjectives)		Write from memory simple sentences, dictated by the teacher, that include words and	Continue to distinguish between homophones and other words which are often confused	Continue to distinguish between homophones and

	They write some irregular common words.	Begin to spell words using contracted forms	Spell more words with contracted forms.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	punctuation taught so far		other words which are often confused
	They write simple sentences which can be read by themselves and others.	Can use the prefix un–	Distinguish between homophones and near-homophones				
	Some words are spelt correctly and others are phonetically plausible	Can add prefixes and suffixes using –er and –est where no change is needed in the spelling of root words Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far	Add suffixes to spell longer words -ment, -ness Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far				

Handwriting

Draws lines and circles using gross motor movements.

Holds pencil between thumb and two fingers, no longer using whole-hand 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.

Begins to use anticlockwise movement and retrace vertical lines

Begins to form recognisable letters

Uses a pencil and holds it effectively to form recognisable letters, most of which are formed correctly

They handle tools and equipment effectively.

Sit correctly at a table, holding a pencil comfortably and correctly

Begin to form lower-case letters in the correct direction, starting and finishing in the right place

Form capital letters
Form digits 0-9

Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these.

Form lower-case letters of the correct size relative to one another

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

Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

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

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

Is able to maintain fluency of writing and has sufficient stamina for typical written tasks

Can correctly join letters in accordance with the school's agreed style

Increase the legibility, consistency and quality of their writing.

Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task

Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task

Composition and Effect

Gives meaning to the marks they write, draw and paint Attempts to write short sentences in meaningful contexts	Say out loud what they are going to write about Discuss what they have written with the teacher or other pupils Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary Select basic ideas and content linked to the purpose of a task Re-read what they have written to check that it makes sense Use simple prepositions	Consider what they are going to write before beginning by planning or saying out loud what they are going to write about When planning, write down ideas and/or key words, including new vocabulary Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils Re-read to check that writing makes sense e.g. verb tense Proof-read to check for errors in spelling, grammar and punctuation	Writing is clear in purpose Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar When planning, discuss and record ideas Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary Evaluate and edit by assessing the effectiveness of their own and others' writing	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Plan their writing by discussing and recording ideas Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements In narratives, creates settings, characters and plot Writing is clear in purpose Use a varied and rich vocabulary Description or detail in both	Note and develop initial ideas, drawing on reading and research where necessary Identify audience for, and purpose of, the writing Select the appropriate form and use other similar writing as models for their own Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Evaluate and edit by assessing the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Propose changes to vocabulary, grammar and punctuation to	Note and develop initial ideas, drawing on reading and research where necessary Identify the audience for and purpose of the writing Select the appropriate form and use other similar writing as models for their own Evaluate and edit by assessing the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use adverbs, prepositional phrases and
--	--	--	--	--	--	---

			Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience Use adventurous vocabulary appropriate to task Use a range of prepositions (behind, before, above, along)	and suggesting improvements In narratives, creates settings, characters and plot Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier' Expansion of detail / events may be supported through vocabulary (technical, vivid language) and explanation	narrative and non-narrative is expanded through an appropriate and precise range of vocabulary Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue) Use figurative language such as similes, alliteration to build a picture in the reader's head	enhance effects and clarify meaning Use expanded noun phrases to convey complicated information concisely In narratives, describe settings, characters and atmosphere Choose the appropriate register for the audience and purpose (formal or informal) Viewpoint is established and generally maintained Use figurative language such as similes, alliteration, metaphors and personification in poetry	expanded noun phrases effectively for qualification and precision 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 In narratives, describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Use figurative language such as similes, alliteration, metaphors and
--	--	--	--	---	--	--	---

						Editing sentences by either expanding or reducing for meaning and effect Content is balanced e.g. between action/ description/ dialogue, fact and comment	personification in a range of writing Selects verb forms for meaning and effect e.g. deliberate change of tense Manage shifts in levels of formality within a text Select synonyms accurately for effect rather than as an alternative for an original word
--	--	--	--	--	--	---	---

Text Structure and Organisation

Beginning to use more complex sentences to link thoughts (e.g. using and, because). Can retell a simple past event in correct order (e.g. went down slide, hurt finger). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events	Has an awareness that ideas can be organised into a sequence Sequence sentences to form short narratives Begins to organise ideas/events using simple time related words, numbers, ordering of pictures/captions	Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence Use brief opening and ending Appropriately sequences ideas Link related sentences through the use of pronouns and adverbials where appropriate	Organise writing into logical chunks and write a coherent series of linked sentences for each Select nouns and pronouns to provide clarity for the reader Use simple organisational devices, e.g. headings and subheadings Organise paragraphs around a theme Vary nouns and pronouns to avoid repetition Uses varied nouns and pronouns for cohesion	Non-narrative material uses simple organisational devices Organise paragraphs around a theme Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use conjunctions, adverbs and prepositions to express time and cause for cohesion Openings and closings are clearly signalled and well developed Produce internally coherent paragraphs in logical sequence e.g. using topic	Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly) Linking ideas across paragraphs	Draft and write 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
---	---	--	---	--	--	--

					sentences with main ideas supported by subsequent sentences	through tense choice (he had seen her before) Use a wide range of devices to build cohesion within paragraphs	
--	--	--	--	--	---	---	--

Sentence Structure

Begins to break the flow of speech into words. Attempts to write short sentences in meaningful contexts.	Compose a sentence orally before writing it Write a simple sentence starting with a personal pronoun Write a simple sentence starting with a noun/proper noun Write a simple sentence with straight forward subject/ verb agreement Write reliably formed simple and compound sentences	Write questions (beginning with who/ what/ when/ where/ how etc) Write statements Write exclamatory sentences starting with 'what' or 'how'. Write commands using the imperative form of a verb Use sentences with different forms: statement, question, exclamation, command	Draft and write an increasing range of sentence structures (simple and compound) Use some variation in sentence types (statement/ command/ question/ exclamation) Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex)	Compose and rehearse sentences orally (including dialogue) Use an increasing range of sentence length and structure Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Make deliberate choices of sentence length and structure for impact on the reader Fronted prepositional phrases for greater effect Throughout the stormy winter ... Far beneath the frozen soil ... Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports Use a wide range of clause structures, sometimes varying their position within the sentence	Use a wide range of clause structures, sometimes varying their position within the sentence Use the passive 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 Use the structures typical of informal speech e.g. the use of question tags: He's your friend, isn't he? Use the structures appropriate for formal speech and writing e.g. subjunctive forms such as If I were or Were they to come

Vocabulary, grammar and punctuation

They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. Uses vocabulary focused on objects and people that are of particular importance to them. Builds up vocabulary that reflects the breadth of their experiences. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.	Leave spaces between words Use capital letter for names Use capital letter for the personal pronoun 'I' Begin to punctuate sentences using a capital letter and a full stop Join words using 'and' Begin to punctuate sentences using a question mark Join clauses using 'and' Use a capital letter for days of the week Begin to punctuate sentences using	Use capital letters, full stops, question marks and exclamation to demarcate sentences Use coordinating conjunctions (or/and/but) Write expanded noun phrases to describe and specify Use the present and past tenses correctly and consistently Use -ly to turn adjectives into adverbs – slow/ slowly Use subordinating conjunctions (when/ if /that /because)	Use conjunctions to express time, place and cause Use adverbs and prepositions to express time, place and cause Use inverted commas to punctuate direct speech Know when to use 'a' and 'an' Proof-read for spelling and punctuation errors Use irregular simple past-tense verbs e.g. awake / awoke Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out	Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!" Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair Understand the difference between plural and possessive -s Proof-read for spelling and	Proof-read for spelling and punctuation errors Use relative clauses beginning with who, which, where, when, whose, that Use commas to clarify meaning or avoid ambiguity in writing Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify' Ensure correct subject and verb agreement when using singular and plural Use brackets, dashes or commas to indicate parenthesis	Proof-read for spelling and punctuation errors Ensure the consistent and correct use of tense throughout a piece of writing Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Use correct subject and verb agreement when using singular and plural Use brackets, dashes or commas to indicate parenthesis
--	--	--	---	---	---	---

		an exclamation mark Use simple noun phrases (adjective + noun) Can use the following terminology from Appendix 2 to discuss their writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	Use commas to separate items in a list Use apostrophes to mark where letters are missing in spelling Use the suffixes – er, -est, in adjectives Use the progressive form correctly and consistently e.g. he was shouting. Use apostrophes to mark singular possession in nouns Form nouns using suffixes – ness, -er and by compounding e.g. whiteboard, superman Use and understand the grammatical terminology in	to play, he went out to play Indicate possession by using the possessive apostrophe with plural nouns Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Use fronted adverbials Use commas after fronted adverbials Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : preposition, conjunction,	punctuation errors Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Standard English forms for verb inflections instead of local spoken forms Use fronted adverbials followed by a comma Use the present perfect form of verbs in contrast to the past tense Indicate possession by using the possessive apostrophe with plural nouns	Use the perfect form of verbs to mark relationships of time and cause Use modal verbs or adverbs to indicate degrees of possibility Ensure the consistent and correct use of tense throughout a piece of writing Use a colon to introduce a list Use semi colons, colons or dashes to mark boundaries between independent clauses Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately	Use a colon to introduce a list Use a semi colon within lists Use semi colons, colons or dashes to mark boundaries between independent clauses Use hyphens to avoid ambiguity Use the perfect form of verbs to mark relationships of time and cause Use modal verbs or adverbs to indicate degrees of possibility Punctuate bullet points consistently Use and understand 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	word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted comma	Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: determiner, pronoun, possessive pronoun, adverbial	when discussing their writing and reading: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	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
--	--	--	--	---	---	---	---