

Killigrew Primary and Nursery School Writing Skills Progression



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription (handwriting)	<p>Handles equipment and tools effectively, including pencils in preparation for fluent writing.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Shows a preference for a dominant hand.</p> <p>Begins to show accuracy and care when drawing.</p> <p>Begins to form recognisable letters, most of which are correctly formed.</p>	<p>Uses an accurate pencil grip and sits at a table to write.</p> <p>Forms most letters (including capitals) correctly in the correct direction.</p> <p>Attempts to differentiate between lower case and upper case letters.</p> <p>Uses finger spaces correctly.</p> <p>Understands which letters belong to which handwriting 'families'.</p>	<p>Forms all lower case letters in the correct direction and the right size (starting and finishing in the right place).</p> <p>Uses spacing between words correctly</p> <p>Ensures letters sit on the line.</p> <p>Starts using some of the diagonal and horizontal strokes needed to join letters.</p> <p>Understands which letters, when adjacent to one another, are best left un-joined.</p>	<p>Increases the legibility, consistency and quality of their handwriting (size, shape, length of ascenders and descenders).</p> <p>Uses diagonal and horizontal strokes to join letters.</p>	<p>Writes increasingly fluently, paying attention to size and spacing.</p> <p>Maintains the use of joined handwriting throughout writing.</p>	<p>Writes legibly and fluently with increasing speed when joining.</p> <p>Uses cursive joining strokes between most letters.</p> <p>Shows consistency in personal style.</p>	<p>Maintains legibility in joined handwriting when writing at speed.</p>

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription (spelling)	<p>Learns how to spell CVC words containing Speed Sounds Set 1 as they are taught them:</p> <p>m/ a/ s/ d/ t/ i/ n/ p/ g/ o/ c/ k/ u/ b/ f/ e/ l/ h sh/ r/ j/ v/ y/ w/ th/ z ch/ qu/ x/ ng/ nk.</p> <p>Spells words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p>Learns how to spell words with the Speed Sounds: ay/ ee/ igh/ ow/ oo/ ar/ or/ air/ ir/ ou/ oy.</p> <p>Learns how to spell words with the Speed Sounds: ea/oi/a-e/i-e/o-e/u-e/aw/are/ur/er/o w/ai/oa/ew/ire/ea r/ure/tion/tious/e</p> <p>Is introduced to the concept of a root word (a word in its simplest form).</p> <p>Spells all common exception words for Reception.</p> <p>Spells most common exception words for Year 1.</p>	<p>Consolidates knowledge of taught Speed Sounds through spelling less familiar words.</p> <p>Spells all words on the statutory spelling list for Years 1 and 2.</p> <p>Able to use learned strategies to make a sensible attempt to spell unknown words.</p> <p>Spells words using taught rules:</p> <p>*Words with double consonants.</p> <p>*The u sound as 'o' i.e. brother</p> <p>*Changes to words when adding -ed i.e. carried</p> <p>*Words with different ways of making the same sound i.e.</p>	<p>Uses learned strategies to spell unknown words.</p> <p>Spells words using taught rules:</p> <p>*'igh' sound spelled as 'y' i.e. terrified.</p> <p>*the /j/ sound spelled with a 'g' i.e. giant.</p> <p>*'i' before 'e' except after 'c' rule.</p> <p>*words with a 'ure' ending i.e. treasure.</p> <p>*sh/ sounds spelled 'ch' i.e. machine.</p> <p>*'cian' suffix i.e. musician.</p> <p>*words ending in -ly where there is no root word change i.e. finally.</p> <p>*words with the prefixes 'dis', 'in' and 'im'.</p>	<p>Uses learned strategies to spell a range of unknown words.</p> <p>Spells words using taught rules:</p> <p>*words ending in -ly with a change to the root word i.e. scarily.</p> <p>*the /ay/ sound spelled 'eigh', 'ei' and 'ey'.</p> <p>*words with an 'ous' ending i.e. dangerous.</p> <p>*words ending in 'sion' and 'tion' i.e. nation, possession.</p> <p>*words starting with the prefixes 'auto', 'mis', 'un', 'il' and 'ir'</p> <p>*Short /u/ spelled 'ou' i.e. trouble.</p> <p>*the /s/ sound spelled 'sc' i.e. science.</p> <p>*the /c/ sound spelled 'que' i.e. unique.</p>	<p>Uses learned strategies to spell a range of multisyllabic unknown words.</p> <p>Spells words using taught rules:</p> <p>*words ending in 'ent' i.e. innocent.</p> <p>*words ending in 'ence' i.e. innocence.</p> <p>*the /ee/ sound spelled 'ei' i.e. ceiling.</p> <p>*words ending in 'ible', 'ibly', 'able' and 'ably' i.e. sensible, sensibly.</p> <p>*words with silent letters (b, t, h, p, k, w and t)</p> <p>*words ending in 'cious' and 'tious' i.e. precious and ambitious.</p> <p>*words ending in 'ant', 'ance' and 'ancy' i.e. elegance.</p>	<p>Revises all key spelling patterns with words of increasing complexity.</p> <p>Knows how to spell a wide range of complex homophones and near homophones i.e. coarse/course</p> <p>Understand the meaning of complex homophones.</p> <p>Spells all words on the statutory spelling list for Years 5 and 6.</p>

			'are', 'ear' and 'air' *Words ending in -ness, -ment, -le, -al, -el and -ful *Plural nouns *Common homophones i.e. two, to, too	*Words ending in the suffix 'ation' i.e. exploration. *more complex homophones i.e. whose, who's Understands the concept of word families.	*the /g/ sound spelled 'gue' i.e. tongue. *less common homophones and i.e. aloud, allowed. Spells all words on the statutory spelling list for Years 3 and 4.	*words ending in /shul/ spelled 'cial' or 'tial' i.e. spatial.	
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Composition							
Composition (forming ideas)	Gives meaning to mark making when drawing, writing and painting. Introduces a storyline or narrative into their play. Attempts to write short sentences in meaningful contexts.	Composes a sentence orally before writing it. Thinks aloud as they collect ideas. Discusses their ideas with a partner. Uses adult support to develop and innovate ideas.	Composes a longer sentence orally before writing it. Writes down ideas and/or key words, including new vocabulary. Explores how different types of writing are structured. Draws on new vocabulary from reading. Discusses text specific vocabulary with	Composes and rehearses increasingly complex sentences orally. Plans writing by discussing similarly formatted writing. Uses this plan to structure writing. Understands and learns from the structure, vocabulary and grammar of similar writing. Discusses and records ideas from Phase 1 in the writing sequence. Practises the skills and processes that are essential for writing like thinking aloud to explore and collect ideas.	Identifies the audience for and the purpose of writing. Selects the appropriate form, using other similar writing as a model. Notes and develops initial ideas, drawing on reading and research where necessary to use as a plan for writing. Draws independently on read texts as models for writing.		

			the class and the teacher. Includes vocabulary gained from wider experiences.		
Composition (organising ideas)	Rehearses a visual story map to support story order and context	Sequences sentences to form short narratives. Creates and rehearses a visual story map to support story order, context and some simple grammar objectives in writing.	Organises what they want to say, sentence by sentence. Practises the skills and processes necessary to organise ideas. Uses drama and role-play to develop and order ideas. Creates a visual plan or story map to support ordering and the integration of grammar objectives in writing.	Drafts and writes by composing and rehearsing sentences orally in a sensible order (including dialogue). Builds a progressively varied and rich vocabulary. Uses an increasing range of sentence structures. Organises paragraphs around a theme. Uses simple organisational devices to structure non-narrative writing. Creates a plan to support ordering the integration of several genre grammar objectives.	Uses a wide range of devices to build cohesion within and across paragraphs. Uses organisational and presentational devices to structure text and to guide the reader. Uses paragraphs to indicate a change in time, character and setting. Creates an effective plan to support the integration of nearly all genre specific grammar objectives.

<p>Composition (writing for audience and purpose)</p>	<p>Writes simple phrases and sentences which can be read by themselves and others.</p>	<p>Reads aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Describes a character using adjectives.</p> <p>Shows an understanding of 'best handwriting' in a published piece.</p> <p>Writes simple sentences to develop a narrative.</p>	<p>Writes narratives about personal experiences and those of others (real and fictional).</p> <p>Writes poetry</p> <p>Writes for different purposes.</p> <p>Reads aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Begins to be able to use neat, accurate and cursive joined writing in a published piece.</p>	<p>In narratives, creates settings, characters and plot.</p> <p>Develops settings with extended description.</p> <p>Develops a character through the description of appearance and actions.</p> <p>Uses their writing to read aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Writes for a range of real purposes and audiences changing the vocabulary used to suit the purpose of writing.</p> <p>Makes decisions about the form the writing should take, such as a narrative, an explanation or a description based on audience and purpose.</p> <p>Distinguishes between the language of speech and writing and chooses the appropriate register</p>	<p>In narratives, consider how authors have developed characters and settings.</p> <p>Drafts and writes by selecting appropriate grammar and vocabulary.</p> <p>Understands how grammatical choices can change and enhance meaning.</p> <p>In narratives, describes settings, characters and atmosphere.</p> <p>Integrates dialogue to convey character and advance the action.</p> <p>Précises longer passages.</p> <p>Performs compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p> <p>Exercises assured and conscious control over levels of formality, through manipulating grammar and vocabulary.</p> <p>Selects grammatical structures and vocabulary that are appropriate for audience and shows a good awareness of the reader.</p>
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				<p>Adjusts writing to incorporate different sentence level objectives appropriate to the genre.</p> <p>Demonstrates the ability to mostly use neat, accurate and cursive joined writing in a published piece.</p> <p>Writes formally, using techniques to indicate a formal register.</p>	<p>Explores different ways to conclude a piece of writing.</p> <p>Writes effectively for a range of purposes and audiences.</p> <p>Uses vivid literary language.</p> <p>Uses drafts of writing to accurately publish a finished piece.</p> <p>Demonstrates the ability to use neat, accurate and cursive joined writing in a published piece.</p>
Composition (editing and improving)	<p>Describe self in positive terms and talk about abilities.</p> <p>Uses a finger to read words back and check that they make sense.</p>	<p>Re-reads writing to check that it makes sense and the meaning is clear.</p> <p>Discusses writing with the teacher or other pupils.</p>	<p>Makes simple additions, revisions and corrections to writing.</p> <p>Evaluates writing with the teacher and other pupils.</p> <p>Re-reads to check that writing makes sense.</p> <p>Ensures verbs to indicate time are used correctly and consistently</p>	<p>Evaluates and edits writing by assessing the effectiveness of their own and others' writing.</p> <p>Suggests sensible and accurate improvements.</p> <p>Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Proofreads for spelling and punctuation errors.</p> <p>Drafts and re-reads to check that the meaning is clear throughout the writing process.</p>	<p>Evaluates and edits by assessing the effectiveness of their own and others' writing.</p> <p>Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensures the consistent and correct use of tense throughout a piece of writing.</p> <p>Ensures that the writing has correct subject and verb agreement when using singular and plural.</p> <p>Proofreads very effectively for spelling and punctuation errors.</p>

			(including verbs in the continuous form). Proofreads to check for errors in spelling, grammar and punctuation.				
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar							
Grammar	<p>Uses past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>Recognises a full stop as punctuation.</p> <p>Understands that words can be used to provide detail.</p>	<p>Uses simple regular verb tenses correctly within sentences.</p> <p>Uses simple adjectives to describe nouns.</p> <p>Uses 'and' to join.</p> <p>Orally uses the word 'because'.</p> <p>Uses capital letters and full stops with increasing accuracy.</p> <p>Begins to use question marks</p>	<p>Writes simple sentences accurately with the correct use of a full stop.</p> <p>Uses simple expanded noun phrases to describe.</p> <p>Understands what a noun phrase is.</p> <p>Uses subordinating conjunctions to open and/or join.</p> <p>Uses co-ordinating conjunctions to join.</p>	<p>'a' and 'an' are used correctly.</p> <p>Uses conjunctions to support cohesion.</p> <p>Uses different types of adverb to support cohesion.</p> <p>Understands what is meant by a clause.</p> <p>Begins to use different adverbials to 'front' a main clause (time, place and cause).</p>	<p>Uses commas and full stops correctly (no comma splices).</p> <p>Learns about the function of determiners.</p> <p>Uses varied and interesting vocabulary.</p> <p>Uses a growing range of figurative language.</p> <p>Uses different ways to describe including adverbs, noun type and verbs.</p>	<p>Uses relative pronouns to define and describe a noun.</p> <p>Uses a range of adverbials for different purposes.</p> <p>Uses commas to separate clauses/phrases within a sentence.</p> <p>Expands before and after the noun.</p> <p>Uses all apostrophes correctly.</p>	<p>Understands what a subject and an object are.</p> <p>Understands what the terms 'antonym' and 'synonym' mean.</p> <p>Uses a range of devices to build cohesion within and across paragraphs.</p> <p>Use the subjunctive form to create a formal register.</p> <p>Uses verb tenses correctly</p>

		<p>and exclamation marks in a sentence.</p> <p>Uses capital letters for proper nouns and the pronoun 'I'.</p> <p>Starts to understand what a noun is and how it is described.</p> <p>Begins to differentiate between singular and plural nouns.</p>	<p>Understands the purpose of a range of sentence types: statement, question, command and exclamation.</p> <p>Begins to observe how different sentences are constructed: simple, compound, complex.</p> <p>Uses verb tense accurately (including the simple tense and the progressive).</p> <p>Uses carefully chosen adjectives.</p> <p>Increasing use of adverbs of manner.</p> <p>Understands how these are formed.</p>	<p>Uses prepositions to show a noun's relationship to another word in a sentence.</p> <p>Starts to use commas to separate clauses with confident use within lists.</p> <p>Uses a range of adjectives that are appropriate to the genre of writing.</p> <p>Creates an expanded noun phrase for description.</p> <p>Uses inverted commas for speech.</p> <p>Begins to understand 'new line/new speaker' within dialogue.</p>	<p>Uses fronted adverbials with correct comma placement.</p> <p>Uses pronouns to avoid repetition of the noun.</p> <p>Understands what a possessive pronoun does.</p> <p>Uses a range of conjunctions in sentences to open and/or join.</p> <p>Understands how different conjunctions have different purposes.</p> <p>Noun phrases are expanded with descriptive and prepositional detail.</p> <p>Punctuates direct speech correctly most of the time - including a</p>	<p>Begins to identify where a semi colon might go and its purpose.</p> <p>Begins to explore the purpose of a hyphen in a word.</p> <p>Uses dialogue with the audience to move the writing forward.</p> <p>Uses direct and reported speech.</p> <p>Begins to convey character and advance the action through dialogue.</p> <p>Maintains a balance between speech and description.</p> <p>Maintains verb tense throughout unless there is a deliberate choice</p>	<p>throughout writing.</p> <p>Uses the range of punctuation taught at KS2 mostly correctly.</p> <p>Understands the difference between active and passive voice.</p> <p>Makes conscious use of active/passive form.</p> <p>Makes assured vocabulary choices.</p> <p>Uses extended fronted adverbials.</p> <p>Uses controlled multi-clause sentences.</p> <p>Put parenthesis in different places in a sentence.</p>
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			<p>Uses question marks and exclamation marks correctly.</p> <p>Understands what an exclamation sentence is.</p> <p>Uses a comma to list correctly.</p> <p>Uses a range of time words to sequence.</p> <p>Knows that there are common and proper nouns.</p> <p>Use apostrophes for contraction and singular possession.</p>	<p>Understands the perfect verb tense.</p>	<p>comma after the reporting clause and new line/new speaker</p> <p>Uses past and present tense correctly, including different verb forms.</p> <p>Uses a possessive apostrophe for plural nouns.</p>	<p>to shift the narrative.</p> <p>Uses the perfect forms of verbs to mark time.</p> <p>Uses modal verbs.</p> <p>Uses an ellipsis for omission or to suggest a change in time and/or place.</p> <p>Uses brackets, dashes or commas to indicate parenthesis.</p> <p>Uses commas to clarify meaning and avoid ambiguity.</p> <p>Begins to use a colon to introduce a list (with an understanding of the importance of a main clause)</p>	<p>Uses questions and direct address to the reader.</p> <p>Uses dashes to mark the boundary between independent clauses.</p> <p>Uses a hyphen correctly.</p> <p><i>Uses agentless passive constructions</i></p> <p><i>Uses a range of punctuation precisely to enhance meaning and avoid ambiguity:</i></p> <p><i>The use of a colon between independent clauses and to introduce a list.</i></p> <p><i>The use of a semi colon to mark the boundary between linked</i></p>
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						Begins to identify the purpose of a dash in informal writing	<i>independent clauses, in descriptive lists and where commas are used within the items of the list</i>
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