

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> <ul style="list-style-type: none"> *Words with double consonants. *The u sound as 'o' i.e. brother *Changes to words when adding -ed i.e. carried *Words with different ways of making the same sound i.e. 	<p>Uses learned strategies to spell unknown words.</p> <p>Spells words using taught rules:</p> <ul style="list-style-type: none"> *'igh' sound spelled as 'y' i.e. terrified. *the /j/ sound spelled with a 'g' i.e. giant. *'i' before 'e' except after 'c' *words with a 'ure' ending i.e. treasure. */sh/ sounds spelled 'ch' i.e. machine. *'cian' suffix i.e. musician. *words ending in -ly where there is no root word change i.e. finally. *words with the prefixes 'dis', 'in' and 'im'. 	<p>Uses learned strategies to spell a range of unknown words.</p> <p>Spells words using taught rules:</p> <ul style="list-style-type: none"> *'words ending in -ly with a change to the root word i.e. scarily. *the /ay/ sound spelled 'eigh', 'ei' and 'ey'. *words with an 'ous' ending i.e. dangerous. *words ending in 'sion' and 'tion' i.e. nation, possession. *words starting with the prefixes 'auto', 'mis', 'un', 'il' and 'ir' *Short /u/ spelled 'ou' i.e. trouble. *the /s/ sound spelled 'sc' i.e. science. *the /c/ sound spelled 'que' i.e. unique. 	<p>Uses learned strategies to spell a range of multisyllabic unknown words.</p> <p>Spells words using taught rules:</p> <ul style="list-style-type: none"> *words ending in 'ent' i.e. innocent. *words ending in 'ence' i.e. innocence. *the /ee/ sound spelled 'ei' i.e. ceiling. *words ending in 'ible', 'ibly', 'able' and 'ably' i.e. sensible, sensibly. *words with silent letters (b, t, h, p, k, w and t) *words ending in 'cious' and 'tious' i.e. precious and ambitious. *words ending in 'ant', 'ance' and 'ancy' i.e. elegance. 	<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>

			<p>'are', 'ear' and 'air'</p> <p>*Words ending in -ness, -ment, -le, -al, -el and -ful</p> <p>*Plural nouns</p> <p>*Common homophones i.e. two, to, too</p>	<p>*Words ending in the suffix 'ation' i.e. exploration.</p> <p>*more complex homophones i.e. whose, who's</p> <p>Understands the concept of word families.</p>	<p>*the /g/ sound spelled 'gue' i.e. tongue.</p> <p>*less common homophones and i.e. aloud, allowed.</p> <p>Spells all words on the statutory spelling list for Years 3 and 4.</p>	<p>*words ending in /shul/ spelled 'cial' or 'tial' i.e. spatial.</p>	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition							
Composition (forming ideas)	<p>Gives meaning to mark making when drawing, writing and painting.</p> <p>Introduces a storyline or narrative into their play.</p> <p>Attempts to write short sentences in meaningful contexts.</p>	<p>Composes a sentence orally before writing it. Thinks aloud as they collect ideas.</p> <p>Discusses their ideas with a partner.</p> <p>Uses adult support to develop and innovate ideas.</p>	<p>Composes a longer sentence orally before writing it.</p> <p>Writes down ideas and/or key words, including new vocabulary.</p> <p>Explores how different types of writing are structured.</p> <p>Draws on new vocabulary from reading. Discusses text specific vocabulary with</p>	<p>Composes and rehearses increasingly complex sentences orally. Plans writing by discussing similarly formatted writing. Uses this plan to structure writing.</p> <p>Understands and learns from the structure, vocabulary and grammar of similar writing.</p> <p>Discusses and records ideas from Phase 1 in the writing sequence.</p> <p>Practises the skills and processes that are essential for writing like thinking aloud to explore and collect ideas.</p>	<p>Identifies the audience for and the purpose of writing.</p> <p>Selects the appropriate form, using other similar writing as a model.</p> <p>Notes and develops initial ideas, drawing on reading and research where necessary to use as a plan for writing.</p> <p>Draws independently on read texts as models for writing.</p>		

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

<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>
<p>Composition (editing and improving)</p>	<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.				
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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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