



## Progression of Skills In Writing, Including Grammar and Punctuation

	<u>Early Years</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Transcription-Spelling	<ul style="list-style-type: none"> <li>Spells CVC words e.g. shop, leg, rich.</li> <li>Attempts to spell unfamiliar words using a phoneme strategy.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies known phonemes in unfamiliar words.</li> <li>Uses syllables to divide words when spelling.</li> <li>Uses what they know about alternative phonemes to narrow down possibilities for accurate spelling.</li> <li>Uses the spelling rule for adding 's' or 'es' for verbs in the 3rd person singular.</li> <li>Names all the letters of the alphabet in order.</li> <li>Uses letter names to show alternative spellings of the same phoneme.</li> </ul>	<ul style="list-style-type: none"> <li>Segments spoken words into phonemes and records these as graphemes.</li> <li>Spells words with alternative spellings, including common homophones.</li> <li>Spells longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.</li> <li>Uses knowledge of alternative phonemes to narrow down possibilities for accurate spellings.</li> <li>Identifies phonemes in unfamiliar words and uses syllables to divide words.</li> </ul>	<ul style="list-style-type: none"> <li>Spells words with additional prefixes and suffixes and understand how to add them to root words.</li> <li>Recognises and spells homophones.</li> <li>Uses the first two or three letters of a word to check its spelling in a dictionary.</li> <li>Spells words correctly which are in a family.</li> <li>Spells the commonly mis-spelt words from the Y3/4 word list.</li> <li>Identifies the root in longer words.</li> </ul>
Transcription Handwriting	<ul style="list-style-type: none"> <li>Writes letters using the correct sequence of movement.</li> </ul>	<ul style="list-style-type: none"> <li>Sits correctly at a table, holding a pencil comfortably and correctly.</li> <li>Forms lower case letters in their correct direction, starting and finishing in the right place.</li> <li>Forms capital letters and digits correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Forms lower-case letters of the correct size relative to one another.</li> <li>Begins to use the diagonal and horizontal strokes needed to join letters.</li> <li>Has some understanding of which letters are best left unjoined.</li> <li>Uses capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>Leaves spaces between words that reflect the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>Uses the diagonal and horizontal strokes that are needed to join letters.</li> <li>Understands which letters would be left unjoined.</li> </ul>
Composition	<ul style="list-style-type: none"> <li>Begins to use some story language, such as 'Once upon a time...'</li> <li>Dictates and invents own compositions.</li> <li>Thinks about what to write ahead of writing.</li> </ul>	<ul style="list-style-type: none"> <li>Composes sentences orally before writing it.</li> <li>Sequences sentences in chronological order to recount an event or experience.</li> <li>Re-reads own writing to check that it makes sense.</li> <li>Leaves spaces between words.</li> <li>Knows how adding the 'un' prefix can be added to words to change meaning.</li> <li>Uses suffixes 's', 'es', 'ed', and 'ing' within their writing.</li> </ul>	<ul style="list-style-type: none"> <li>Writes narratives about personal experiences and those of others, both real and fictional.</li> <li>Writes for different purposes, including real events.</li> <li>Plans and discusses the content of writing and records their own ideas.</li> <li>Orally rehearses structured sentences or sequences of sentences.</li> <li>Evaluates own writing independently with friends and adults.</li> <li>Proof-reads to check for errors in spelling, grammar and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Discusses models of writing, noting its structure, grammatical features and use of vocabulary.</li> <li>Composes sentences using a wider variety of structures.</li> <li>Writes narratives with a clear structure, setting, characters and plot.</li> <li>Writes non-narrative using simple organisational devices such as headings and sub-headings.</li> <li>Suggests improvements for their own writing and that of others.</li> <li>Makes improvements to grammar, vocabulary and punctuation.</li> <li>Uses a range of sentences with more than one clause by using a range of conjunctions.</li> <li>Uses the perfect form of verbs to mark the relationship of time and cause.</li> <li>Proof-reads to check for errors in spelling and punctuation.</li> </ul>
Sentence Structure	<ul style="list-style-type: none"> <li>Dictates a simple sentence.</li> <li>Begins to write simple sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Combines words to write sentences.</li> <li>Joins two sentences together using 'and'.</li> </ul>	<ul style="list-style-type: none"> <li>Uses subordination and co-ordination.</li> <li>Uses expanded noun phrases.</li> <li>Explains how the grammatical patterns in a sentence indicate its function.</li> </ul>	<ul style="list-style-type: none"> <li>Expresses time, place and cause by using conjunctions, adverbs and prepositions.</li> </ul>
Text Structure	<ul style="list-style-type: none"> <li>Retells a narrative or a recount.</li> <li>Begins to write simple narratives and recounts.</li> </ul>	<ul style="list-style-type: none"> <li>Sequences sentences to form a narrative.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently uses the present tense and past tense correctly.</li> <li>Uses the progressive forms of verbs in the present and past tense.</li> </ul>	<ul style="list-style-type: none"> <li>Starts to use paragraphs.</li> <li>Uses headings and sub-headings.</li> <li>Uses the present perfect form of verbs instead of the simple past.</li> </ul>

	<ul style="list-style-type: none"> <li>Invest writing with meaning. Write simple labels, captions and sentences.</li> </ul>			
Punctuation	<ul style="list-style-type: none"> <li>Writes own name, using a capital letter.</li> <li>Begins to use capital letters and full stops to punctuate sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Separates words using finger spaces.</li> <li>Uses capital letters to start a sentence.</li> <li>Uses full stops at the end of sentences.</li> <li>Uses question marks.</li> <li>Uses exclamation marks.</li> <li>Uses capital letters for names.</li> <li>Can use 'I'.</li> </ul>	<ul style="list-style-type: none"> <li>Uses capital letters for names of people, places, days of the week and the personal pronoun 'I'.</li> <li>Correctly uses question marks and exclamation marks.</li> <li>Uses commas to separate items in a list.</li> <li>Uses apostrophes to show where letters are missing and to mark singular possession in nouns.</li> </ul>	<ul style="list-style-type: none"> <li>Uses inverted commas to punctuate direct speech.</li> </ul>

	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Transcription-Spelling	<ul style="list-style-type: none"> <li>Spells words with prefixes and suffixes and can add them to root words.</li> <li>Recognises and spells homophones.</li> <li>Uses the first two or three letters of a word to check a spelling in a dictionary.</li> <li>Spells the commonly mis-spelt words from the Y3/4 word list.</li> </ul>	<ul style="list-style-type: none"> <li>Forms verbs with prefixes.</li> <li>Converts nouns or adjectives into verbs by adding a suffix.</li> <li>Understands the rules for adding prefixes and suffixes.</li> <li>Spells words with silent letters.</li> <li>Distinguishes between homophones and other words which are often confused.</li> <li>Spells commonly mis-spelt words from the Y5/6 word list.</li> <li>Uses the first two or three letters of a word to check a spelling in a dictionary.</li> <li>Uses a thesaurus.</li> <li>Uses a range of spelling strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Converts verbs into nouns by adding a suffix.</li> <li>Distinguishes between homophones and other words which are often confused.</li> <li>Spells commonly mis-spelt words from the Y5/6 word list.</li> <li>Understands that the spelling of some words need to be learnt specifically.</li> <li>Uses the first two or three letters of a word to check a spelling in a dictionary.</li> <li>Uses a thesaurus.</li> <li>Uses a range of spelling strategies.</li> </ul>
Transcription Handwriting	<ul style="list-style-type: none"> <li>Uses the diagonal and horizontal strokes that are needed to join letters.</li> <li>Understands which letters should be left unjoined.</li> <li>Handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.</li> </ul>	<ul style="list-style-type: none"> <li>Chooses the style of handwriting to use when given a choice.</li> <li>Chooses the handwriting that is best suited for a specific task.</li> </ul>	<ul style="list-style-type: none"> <li>Chooses the style of handwriting to use when given a choice.</li> <li>Chooses the handwriting that is best suited for a specific task.</li> </ul>
Composition	<ul style="list-style-type: none"> <li>Composes sentences using a range of sentence structures.</li> <li>Orally rehearses a sentence or a sequence of sentences.</li> <li>Writes narratives with a clear structure, setting and plot.</li> <li>Improves writing by changing grammar and vocabulary to improve consistency.</li> <li>Uses a range of sentences which have more than one clause.</li> <li>Uses appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.</li> <li>Uses direct speech in writing and punctuates correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Discusses the audience and purpose of the writing.</li> <li>Starts sentences in different ways.</li> <li>Uses the correct features and sentence structure matched to the text type being worked on.</li> <li>Develops characters through action and dialogue.</li> <li>Establishes a viewpoint as the writer through commenting on characters and events.</li> <li>Uses grammar and vocabulary to create an impact on the reader.</li> <li>Uses stylistic devices to create effects in writing.</li> <li>Adds well-chosen detail to interest the reader.</li> <li>Summarises a paragraph.</li> <li>Organises writing into paragraphs to show different information or events.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the audience for and purpose of the writing.</li> <li>Chooses the appropriate form and register for the audience and purpose of writing.</li> <li>Uses grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make the meaning clear and create effect.</li> <li>Use a range of sentence structures to create specific effects.</li> <li>Use developed noun phrases to add detail and effects.</li> <li>Use the passive voice to present information with a different emphasis.</li> <li>Use commas to mark phrases and clauses.</li> <li>Sustains and develops ideas logically in narrative and non-narrative writing.</li> <li>Uses character, dialogue and action to advance events in narrative writing.</li> </ul>

			<ul style="list-style-type: none"> <li>Summarise a text, conveying key information in writing.</li> </ul>
Sentence Structure	<ul style="list-style-type: none"> <li>Uses noun phrases which are expanded by adding modifying adjectives, nouns and prepositional phrases.</li> <li>Uses fronted adverbials.</li> </ul>	<ul style="list-style-type: none"> <li>Uses relative clauses.</li> <li>Uses adverbs or modal verbs to indicate a degree of possibility.</li> </ul>	<ul style="list-style-type: none"> <li>Uses the passive voice.</li> <li>Varies sentence structure depending on whether the writing is formal or informal.</li> </ul>
Text Structure	<ul style="list-style-type: none"> <li>Writes in paragraphs.</li> <li>Makes appropriate choices of pronouns and nouns within and across sentences.</li> </ul>	<ul style="list-style-type: none"> <li>Builds cohesion between paragraphs.</li> <li>Uses adverbials to link paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Uses a variety of organisational and presentational devices correct to the text type.</li> <li>Writes in paragraphs which can clearly signal a change in subject, time, place or event.</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>Uses inverted commas and other punctuation to indicate direct speech.</li> <li>Uses apostrophes to mark plural possession.</li> <li>Uses commas after fronted adverbials.</li> </ul>	<ul style="list-style-type: none"> <li>Uses brackets, dashes and commas to indicate parenthesis.</li> <li>Uses commas to clarify meaning or avoid ambiguity.</li> </ul>	<ul style="list-style-type: none"> <li>Uses semi-colons, colons and dashes.</li> <li>Uses colons to introduce a list and semi-colons within lists.</li> <li>Uses hyphens to avoid ambiguity.</li> </ul>