

## PROGRESSION IN SKILLS – WRITING

### Lyppard Grange Primary School

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>TRANSCRIPTION</b>	[KEY] Spell words containing each of the 40+ phonemes already taught	[EXS] Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others				
		[KEY] Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones				
	[KEY] Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs	[KEY] Add suffixes to spell some longer words, including –ment, –ness, –ful, –less, –ly GDS: Add suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly	[KEY] Use further year group specific prefixes and suffixes and understand how to add them (English Appendix 1)	[KEY] Use further year group specific prefixes and suffixes and understand how to add them (English Appendix 1)	[KEY] Use further year group specific prefixes and suffixes and understand the guidance for adding them	[KEY] Use further year group specific prefixes and suffixes and understand the guidance for adding them
	[KEY] Use the prefix un–					
	[KEY] Use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest					
		In spelling, distinguish between homophones and near-homophones	[KEY] Spell further homophones	[KEY] Spell further homophones	[KEY] Continue to distinguish between homophones and other words which are often confused	[KEY] Continue to distinguish between homophones and other words which are often confused
	[KEY] Name the letters of the alphabet in order					
	Use letter names to distinguish between alternative spellings of the same sound					
	[KEY] Spell most Y1 common exception words (flower words) GDS: Spell most Y1 common exception words accurately and use taught spelling rules independently and accurately	[EXS] Spell many common exception words (leaf words) GDS: Spell most common exception words (as detailed in English Appendix 1)	[KEY] Spell words that are often misspelt (See Year 3/4 Word List - English Appendix 1)	[KEY] Spell words that are often misspelt (See Year 3/4 Word List - English Appendix 1)	[KEY] Understand that the spelling of some words needs to be learnt specifically and be able to spell the majority of the words on the LGPS year 5 word list	[EXS] Understand that the spelling of some words needs to be learnt specifically and be able to spell the majority of the words on the LGPS year 5/6 word list
		[KEY] Learn the possessive apostrophe (singular) [for example, the girl's book]  Learn to spell more words with contracted forms	[KEY] Place the possessive apostrophe accurately in some words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] 75% of the time	[KEY] Consistently place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]		
					[KEY] Spell some words with 'silent' letters [for example, knight, psalm, solemn]	[KEY] Spell some words with 'silent' letters [for example, knight, psalm, solemn]
			Use the first two or three letters of a word to check its spelling in a dictionary	Use the first two or three letters of a word to check its spelling in a dictionary	Use dictionaries to check the spelling and meaning of words	[EXS] Use dictionaries to check the spelling and meaning of uncommon or more ambitious vocabulary
					Use a thesaurus to identify appropriate synonyms	Use a thesaurus independently to identify appropriate synonyms
	Spell the days of the week					
	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far		
Apply simple spelling rules and guidance, as listed in English Appendix 1	[KEY] Apply spelling rules and guidance, as listed in English Appendix 1			[KEY] 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	[KEY] Use and apply 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	

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<b>HANDWRITING</b>	[KEY] Form lower-case letters in the correct size, direction and position, starting and finishing in the right place	[KEY] Form lower-case letters of the correct size relative to one another	[KEY] Improve the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]	[KEY] Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]	[KEY] Choose the writing implement that is best suited for a task to ensure they write legibly, fluently and with increasing speed	[EXS] Maintain legibility in joined handwriting when writing at speed
	Sit correctly at a table, holding a pencil comfortably and correctly					
	Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these	[KEY] Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined GDS: Consistently use the diagonal and horizontal strokes needed to join some letters in most of their	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	Consistently 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	Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters	

		writing				
Form capital letters		[EXS] Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters				
Form digits 0-9		[EXS] Use spacing between words that reflects the size of the letters				

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<b>COMPOSITION</b>	[KEY] Sequence sentences to form short narratives <i>GDS: Begin to write effectively and coherently for different purposes, using some appropriate features</i>	[EXS] Write about real events, recording these simply and clearly	[KEY] Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <i>GDS: Write effectively and coherently for different purposes, beginning to draw on their own reading to inform the vocabulary and grammar of their writing</i>	[KEY] Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <i>GDS: Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</i>	[KEY] Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own <i>GDS: Begin to select the appropriate form and draw on what they have read as models for their own writing (e.g. rhetorical questions; interactions between characters; range of sentence constructions and types)</i>	[KEY] Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own  [EXS] Write effectively for a range of purposes and audiences (using other similar writing as models for their own), selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) <i>GDS: write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)</i>	
	[KEY] Choose some simple, appropriate adjectives to describe nouns <i>GDS: Make vocabulary choices appropriate to topic/subject matter</i>	[KEY] Write for different purposes <i>GDS: Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</i>  Write poetry					
	Say out loud what they are going to write about	Plan or say out loud what they are going to write about before beginning to write	[KEY] When planning, discuss and record ideas	[KEY] When planning, discuss, organise and record ideas	[KEY] Note and develop initial ideas, drawing on reading and research where necessary	[KEY] Note and develop initial ideas, sometimes using own planning formats, drawing on reading and research where necessary	
					When planning, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed	When planning narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed	
		[EXS] Write simple coherent narratives about personal experiences and those of others (real and fictional)	[KEY] Create settings, characters and plot in narratives	[KEY] Create settings, characters and plot in narratives, which are appropriate to the genre <i>GDS: Develop character through description, actions and dialogue</i>	[KEY] In narratives, describe settings, characters and atmosphere in an appropriate manner and integrating dialogue to convey character or advance the action	[EXS] Integrate dialogue in narratives to convey character and advance the action  [EXS] In narratives, describe settings, characters and atmosphere	
	Compose a sentence orally before writing it	Write down ideas and/or key words, including new vocabulary before beginning to write  Encapsulate what they want to say, sentence by sentence	[KEY] Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary [as detailed in English Appendix 2] <i>GDS: Use appropriate detail and vocabulary to interest and engage the reader</i>	[KEY] Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary, as detailed in English Appendix 2 (including use of expanded noun phrases)  [KEY] Compose and rehearse sentences orally (including dialogue), using an increasing range of sentence structures including a wider range of conjunctions and fronted adverbials [as detailed in English Appendix 2] <i>GDS: Begin to make choices about using sentences of different lengths and types</i>	[KEY] Select appropriate grammar and vocabulary (such as relative clauses, adverbs and modal verbs – See Appendix 2), understanding how such choices can change and enhance meaning <i>GDS: Choose precise and effective vocabulary for deliberate effect</i>	[EXS] Select appropriate grammatical and vocabulary structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) as detailed in English Appendix 2, understanding how such choices can change and enhance meaning <i>GDS: Distinguish between the language of speech and writing and choose the appropriate register</i>	
			[KEY] Organise paragraphs around a theme in most writing <i>GDS: Use paragraphs independently</i>	[KEY] Consistently organise paragraphs around a theme	[KEY] Use a wider range of devices to build cohesion within and across paragraphs (e.g. conjunctions, adverbials of time, place and number) <i>GDS: Sustain and develop ideas within paragraphs</i>	[EXS] Use a wide range of devices to build cohesion within and across paragraphs (e.g. conjunctions, adverbials of time and place, pronouns and synonyms)	
					Précis longer passages	Précis longer passages in different ways (e.g. bullet points, notes, prose)	
			Use simple organisational devices in non-fiction [for example, headings and sub-headings]	Use appropriate organisational devices in non-fiction [for example, headings and sub-headings]	In non-fiction, use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	Use the range of organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]	
	Discuss what they have written with the teacher or other pupils	[KEY] Evaluate their writing with the teacher and other pupils and make simple additions, revisions and corrections <i>GDS: After discussions with the teacher, independently make simple additions, revisions and proof-reading corrections to their own writing</i>	[KEY] When editing, assess the effectiveness of their own and others' writing and suggest improvements (against the criteria set out in English Appendix 2) <i>GDS: Improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary)</i>	[KEY] When editing, assess the effectiveness of their own and others' writing and suggest improvements (against the criteria set out in English Appendix 2) <i>GDS: Improve the effect of their writing by making changes when editing (e.g. re-ordering sentences and adapting vocabulary)</i>	[KEY] When editing, assess the effectiveness of their own and others' writing (against the criteria set out in English Appendix 2) <i>GDS: Improve the effect of their writing by making a range of appropriate changes when editing (e.g. re-ordering sentences and adapting vocabulary)</i>	[KEY] When editing, assess the effectiveness of their own and others' writing (against the criteria set out in English Appendix 2)	
			[KEY] Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences	[KEY] Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns and nouns in sentences to avoid repetition	[KEY] Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (against the criteria set out in English Appendix 2)	[KEY] Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (against the criteria set out in English Appendix 2)	

		When editing, re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form			<b>[KEY] Ensure the consistent and correct use of tense throughout a piece of writing</b>	<b>[EXS] Ensure the consistent and correct use of a variety of verb tenses throughout a piece of writing</b>
					<b>[KEY] Ensure correct subject and verb agreement when using singular and plural, in most writing</b>	<b>[KEY] Consistently ensure correct subject and verb agreement when using singular and plural</b>
<b>[KEY] Re-read what they have written to check that it makes sense</b>		Proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]	Proof-read for spelling and punctuation errors	Proof-read for spelling and punctuation errors	Proof-read for spelling and punctuation errors	Proof-read for spelling and punctuation errors
Read aloud their writing clearly enough to be heard by their peers and the teacher		Read aloud what they have written with appropriate intonation to make the meaning clear	Read aloud their own writing, to a group or the whole class, using mostly appropriate intonation and controlling the tone and volume so that the meaning is clear	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	Perform their own compositions, using appropriate and engaging intonation, volume, and movement so that meaning is clear

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		<i>Concepts from previous years will be consolidated and the concepts below introduced:</i>	<i>Concepts from previous years will be consolidated and the concepts below introduced:</i>	<i>Concepts from previous years will be consolidated and the concepts below introduced:</i>	<i>Concepts from previous years will be consolidated and the concepts below introduced:</i>	<i>Concepts from previous years will be consolidated and the concepts below introduced:</i>
	<b>[KEY] Understand the key components that make up a sentence (noun, verb, capital letter and ending punctuation)</b>	<b>[KEY] Use sentences with different forms: statement, question, exclamation, command</b>	<b>[KEY] Use conjunctions, adverbs and prepositions to express time and cause [as detailed in English Appendix 2]</b>	<b>[KEY] Use fronted and other adverbials [as detailed in English Appendix 2]</b>	<b>[KEY] Use modal verbs or adverbs to indicate degrees of possibility [as detailed in English Appendix 2]</b>	<b>[EXS] Use passive verbs to affect the presentation of information in a sentence [as detailed in English Appendix 2]</b>
	<b>[KEY] Leave spaces between words (see English Appendix 2)</b>					
		Use expanded noun phrases to describe and specify [for example, the blue butterfly]	Understand that nouns can be formed by adding a range of prefixes, e.g. super-, anti-, auto-	<b>[KEY] Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</b>	<b>[KEY] Use expanded noun phrases to convey complicated information concisely [as detailed in English Appendix 2]</b>	
	<b>[KEY] In most of their writing, punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (see English Appendix 2)</b> <i>GDS: Use capital letters, full stops, question marks and exclamation marks mostly correctly, without prompting</i>	<b>[EXS] Use both familiar and new punctuation correctly by demarcating most sentences in their writing with capital letters and full stops, and use question marks, exclamation marks, commas for lists and apostrophes for contracted forms and the possessive (singular) correctly when required</b> <i>GDS: Use the punctuation taught at KS1 mostly correctly (full stops, question marks, exclamation marks, apostrophes for contraction/singular possession and commas in a list)</i>	<b>[KEY] Use inverted commas to punctuate direct speech</b> <i>GDS: Use the punctuation taught so far mostly correctly (full stops, question marks, exclamation marks, apostrophes for contraction/possession, commas in a list, inverted commas)</i>	<b>[KEY] Use and punctuate direct speech</b> <i>GDS: use the punctuation taught so far mostly correctly (full stops, question marks, exclamation marks, apostrophes for contraction/possession, commas in a list and after fronted adverbials, inverted commas)</i>	<b>[KEY] Use brackets, dashes or commas to indicate parenthesis</b> <i>GDS: Use the punctuation taught so far mostly correctly (full stops, question marks, exclamation marks, inverted commas, apostrophes for contraction/possession, commas – for clauses, adverbials and lists)</i>	<b>[EXS] Use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech)</b> <i>GDS: Use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity</i>
	<b>[KEY] Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' (see English Appendix 2)</b>		Show an awareness of how to use the possessive apostrophe with plural nouns	Indicate possession by using the possessive apostrophe with plural nouns	<b>[KEY] Use commas to clarify meaning or avoid ambiguity in writing</b>	<b>[KEY] Use a colon to introduce a list</b>
				<b>[KEY] Use commas after fronted adverbials</b>		Use hyphens to avoid ambiguity
	<b>[KEY] Join words and join clauses using and (see English Appendix 2)</b> <i>GDS: Join words and clauses with a variety of commonly used conjunctions (e.g. and, but, because)</i>	<b>[EXS] Use co-ordination (using or, and, or but) and some subordination (using when, if, that, or because) to join clauses</b>	<b>[KEY] Write sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although [as detailed in English Appendix 2]</b>	<b>[KEY] Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although [as detailed in English Appendix 2]</b>	<b>[KEY] Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun [as detailed in English Appendix 2]</b>	<b>[KEY] Use semi-colons, colons or dashes to mark boundaries between independent clauses</b>
		<b>[EXS] Use the present and past tenses mostly correctly and consistently including the progressive form</b>	Use the present perfect form of verbs in contrast to the past tense ( <i>He has gone out to play</i> contrasted with <i>He went out to play</i> ) [as detailed in English Appendix 2]		Use the perfect form of verbs to mark relationships of time and cause [as detailed in English Appendix 2]	
		Use some features of written Standard English	Use the forms a or an accurately, according to whether the next word begins with a consonant or a vowel, e.g. a rock, an orange	<i>GDS: Change register for text type depending on purpose and audience</i>	<i>GDS: Use the appropriate register by independently using punctuation and sentence constructions which show the difference between formal and informal writing (e.g. contractions in speech)</i>	<b>[KEY] Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms [as detailed in English Appendix 2]</b> <i>GDS: Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</i>
			Demonstrate understanding that paragraphs are a way to group related materials by using them in their writing			
			Use headings and sub-headings to aid presentation			Punctuate bullet points consistently
	<b>[KEY] Learn the grammatical terminology for year 1 in English Appendix 2 and use it when discussing their writing</b>	<b>[KEY] Use the grammar for year 2 in English Appendix 2</b>	Learn the grammar for year 3, as detailed in English Appendix 2	Consolidate the grammar for year 3 and learn the grammar for year 4, as detailed in English Appendix 2	Learn the grammar for years 5, as detailed in English Appendix 2	Consolidate the grammar for year 5 and learn the grammar for year 6, as detailed in English Appendix 2
			<b>[KEY] Use and understand the Year 3 grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</b>	<b>[KEY] Use and understand the Year 4 grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading</b>	<b>[KEY] Use and understand the Year 5 grammatical terminology in English Appendix 2 accurately and appropriately in discussing their writing and reading</b>	<b>[KEY] Use and understand the grammatical terminology for KS2, as detailed in English Appendix 2, accurately and appropriately in discussing their writing and reading</b>