

St Peter's Church of England (VC) Primary School  
Skills Progression: Writing



	Composition	Vocabulary, Grammar and Punctuation	Handwriting	Spelling
Reception	<p>Gives meaning to marks he/she makes as he/she draws, writes and paints.</p> <p>Begins to break the flow of speech into words.</p> <p>Continues a rhyming string.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes his/her own name and other things such as labels, captions.</p> <p>Attempts to write short sentences in meaningful contexts.</p> <p>Uses his/her phonic knowledge to write words in ways which match their spoken sounds (ELG).</p> <p>Writes some irregular common words (ELG).</p> <p>Writes simple sentences which can be read by himself/herself and others (ELG).</p>			<p>Spells some words correctly and others are phonetically plausible (ELG).</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p>

Write sentences by saying out loud what he/she is going to write about.

Compose and write sentences independently to convey ideas.

Write sentences, sequencing them to form short narratives (real or fictional).

Write sentences by re-reading what he/she has written to check that it makes sense.

Discuss what he/she has written with the teacher or other pupils.

Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher.

Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes on the meaning of the noun.

Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper.

Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat.

Understand how words can combine to make sentences.

Join words and clauses using and.

Separate words with spaces.

Use capital letters and full stops to demarcate sentences in some of his/her writing.

Begin to punctuate work using question marks and exclamation marks.

Use a capital letter for names of people, places, the days of the week, and the personal pronoun I.

Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark.

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

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.

Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others.

Spell words containing each of the 40+ phonemes already taught.

Spell some common exception words.

Spell the days of the week.

Name the letters of the alphabet in order.

Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound.

Add prefixes and suffixes using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.

Add prefixes and suffixes using the prefix un-.

Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest.

Apply simple spelling rules and guidance, as listed in (English Appendix 1).

Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

<p>Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional).</p> <p>Write about real events, recording these simply and clearly.</p> <p>Write poetry to develop positive attitudes and stamina for writing.</p> <p>Write for different purposes to develop positive attitudes and stamina for writing.</p> <p>Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing.</p> <p>Consider what he/she is going to write before beginning by:</p> <ul style="list-style-type: none"> <li>planning or saying out loud what he/she is going to write about.</li> <li>writing down ideas and/or key words, including new vocabulary.</li> <li>encapsulating what he/she wants to say, sentence by sentence.</li> </ul> <p>Make simple additions, revisions and corrections to own writing by:</p> <ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils.</li> <li>re-reading to check that his/her writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</li> <li>proof-reading e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with the teacher.</li> </ul> <p>Read aloud what he/she has written with appropriate intonation to make the meaning clear.</p>	<p>Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman.</p> <p>Form adjectives using suffixes such as -ful, -less.</p> <p>Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest. Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses.</p> <p>Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon.</p>	<p>Form lower-case letters of the correct size relative to one another in most of his/her writing.</p> <p>Use the diagonal and horizontal strokes needed to join letters.</p> <p>Understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Spell by learning 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.</p> <p>Spell most common exception words.</p> <p>Spell most words with contracted forms.</p> <p>Spell by learning the possessive apostrophe (singular) e.g. the girl's book.</p> <p>Spell by distinguishing between homophones and near-homophones.</p> <p>Add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly.</p> <p>Add suffixes to spell most longer words correctly (e.g. -ment, -ness, -ful, -less, -ly).</p> <p>Apply spelling rules and guidance, as listed in (English Appendix 1).</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>
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Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary.

Plan his/her writing by discussing and recording ideas within a given structure.

Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from (English Appendix 2).

Draft and write by organising writing into paragraphs as a way of grouping related material.  
Draft and write in narratives, creating settings, characters and plot.

Draft and write non-narrative material, using headings and sub-headings to organise texts.  
Evaluate and edit by assessing the effectiveness of his/her own writing.

Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions.

Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly.

Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Form nouns using a range of prefixes e.g. super-, anti-, auto-.

Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box.

Identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble.

Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of.

Begin to use paragraphs as a way to group related material.  
Use headings and sub-headings to aid presentation.

Use the present perfect form of verbs instead of the simple past e.g. He has gone out to play contrasted with He went out to play.

Begin to use inverted commas to punctuate direct speech.

Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter vowel, vowel letter; and inverted commas (or 'speech marks').

Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined.

Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure 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.

Use the prefixes un-, dis-, mis-, re-, pre-.

Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited.

Spell words with endings which sound like 'zhun' e.g. division, decision.

Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plain/plane.

Spell words that are often misspelt (English Appendix 1).

Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym.  
Spell words containing the 'u' sound spelt 'ou' e.g. young, touch, double.

Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo.

Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine.

Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they.

Use the first two or three letters of a word to check its spelling in a dictionary.

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

<p>Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Plan his/her writing by discussing and recording ideas. Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2).</p> <p>Draft and write by organising paragraphs around a theme.</p> <p>Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose.</p> <p>Draft and write non-narrative material, using simple organisational devices.</p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements.</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.</p> <p>Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials.</p> <p>Confidently read his/her own writing 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>Understands the grammatical difference between plural and possessive -s.</p> <p>Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done.</p> <p>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair.</p> <p>Use fronted adverbials e.g. Later that day, I heard the bad news.</p> <p>Use paragraphs to organise ideas around a theme.</p> <p>Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas.</p> <p>Use apostrophes to mark plural possession e.g. the girl's name, the girls' names.</p> <p>Use commas after fronted adverbials.</p> <p>Understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial.</p>	<p>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.</p> <p>Increase the legibility, consistency and quality of his/her handwriting e.g. 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.</p>	<p>Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-.</p> <p>Understand and add suffixes -ation, -ous.</p> <p>Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician.</p> <p>Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.</p> <p>Spell homophones accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's.</p> <p>Spell more complex words that are often misspelt for years 3 and 4 (English Appendix 1).</p> <p>Spell words with the 's' sounds spelt 'sc' e.g. science, scene.</p> <p>Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.</p> <p>Use the first three or four letters of a word to check its spelling in a dictionary.</p> <p>Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.</p>
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Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own.

Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary.

Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed.

Draft and write by selecting appropriate grammar and vocabulary, including that within (English Appendix 2).

Draft and write narratives, describing settings, characters and atmosphere and integrating dialogue to convey character.

Draft and write by précising longer passages.

Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly.

Draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before.

Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining. Use different verb forms mostly accurately with consideration for audience and purpose.

Evaluate and edit by assessing the effectiveness of his/her own and others' writing.

Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance

Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify.

Understand verb prefixes e.g. dis-, de-, mis-, over- and re-.

Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun.

Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must.

Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly.

Link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before.

Use brackets, dashes or commas to indicate parenthesis.

Use commas to clarify meaning or avoid ambiguity.

Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity.

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

Write increasingly legibly.

Spell word endings which sound like 'shush' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.

Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial.

Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance.

Spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly.

Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough.

Spell some words with 'silent' letters e.g. knight, psalm, solemn.

Spell some of the year 5 and 6 words correctly (English Appendix 1).

Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1).

Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. Use a thesaurus.

	<p>effects and clarify meaning (English Appendix 2).</p> <p>Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing.</p> <p>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing.</p> <p>Proof-read for spelling errors linked to spelling statements for year 5.</p> <p>Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity. Perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 6</p>	<p>Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing).</p> <p>Plan his/her writing by noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed.</p> <p>Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language, characterisation, structure).</p>	<p>Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types. Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little.</p> <p>Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse versus The window in the greenhouse was broken (by me).</p> <p>Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't</p>	<p>Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined.</p> <p>Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task.</p>	<p>Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference.</p> <p>Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter.</p> <p>Distinguish between homophones and other words which are often confused (English Appendix 1).</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Spell most of the year 5 and 6 words correctly (English Appendix 1).</p> <p>Use a dictionary to check the spelling of uncommon or more ambitious vocabulary.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some</p>

<p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2).</p> <p>Draft and write narratives, describing settings, characters and atmosphere.</p> <p>Integrate dialogue to convey character and advance the action.</p> <p>Draft and write by accurately précising longer passages.</p> <p>Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis.</p> <p>Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables.</p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning.</p> <p>Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2).</p> <p>Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural.</p> <p>Distinguish between the language of speech and writing and choosing the appropriate register.</p> <p>Proof-read for spelling errors linked to spelling statements for year 6.</p>	<p>he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very formal writing and speech.</p> <p>Manage shifts in formality by using a range of formal and informal vocabulary and grammatical structures consistently and effectively to match particular audiences and purposes.</p>		<p>words needs to be learnt specifically (English Appendix 1).</p> <p>Use a thesaurus with confidence.</p>
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	<p>Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens.</p> <p>Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>			
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