



Writing Knowledge and Skills Progression Grid

Revisit learning prior before moving on							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar	<ul style="list-style-type: none"> Begin to form simple sentences sometimes using punctuation Write graphemes for and including phase 2 and 3. Write simple sentences which can be read by themselves and others (Part of ELG) <p><u>All children are able to write the letters of the alphabet</u></p>	<ul style="list-style-type: none"> How words can combine to make sentences. Write clearly demarcated sentences. Use 'and' to join ideas. Use standard forms of verbs, e.g. go/went 	<ul style="list-style-type: none"> Write different kinds of sentence: statement, question, exclamation, command. Use expanded noun phrases to add description & specification. Use coordinating conjunctions to join sentences (e.g. so, but). Write using subordination (when, if, that, because). Correct use of verb tenses. <p><u>All children using adjectives and conjunctions in their writing.</u></p>	<ul style="list-style-type: none"> Understand the distinct difference between coordinating and subordinating conjunctions (when, so, before, after, while, because). Use adverbs (then, next, soon). Use prepositions (e.g. before, after, during, in, because of). Experiment with adjectives to create impact. Correctly use verbs in 1st, 2nd & 3rd person. Use perfect form of verbs to mark relationships of time & cause 	<ul style="list-style-type: none"> Vary sentence structure, using different openers. Use adjectival phrases (e.g. biting cold wind). Use subordinate clauses to write complex sentences. Appropriate choice of noun or pronoun. <p><u>All children are using prepositions, adverbs and varying sentence structures and can explain what they are.</u></p>	<ul style="list-style-type: none"> Add phrases to make sentences more precise & detailed. Use range of sentence openers - judging the impact or effect needed. Begin to adapt sentence structure to text type. Use pronouns to avoid repetition. Use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), 	<ul style="list-style-type: none"> Use passive voice where appropriate. Use expanded noun phrases to convey complicated information concisely demonstrate appropriate use of vocabulary and grammar to suit both formal and informal situations - recognise subjunctive <p><u>All children use the 8 word classes and various clauses appropriately in their writing.</u></p>
Vocabulary	<ul style="list-style-type: none"> To recognise and use the terms letter, capital letter, word, full stop, digraphs, trigraph, graphemes, blends 	<ul style="list-style-type: none"> To recognise and use the terms letter, , singular, plural, sentence, punctuation, question mark and exclamation mark. 	<ul style="list-style-type: none"> To recognise and use the terms noun, noun phrase, statement, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma. 	<ul style="list-style-type: none"> To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks). 	<ul style="list-style-type: none"> To recognise and use the terms determiner, pronoun, possessive pronoun, complex sentence and adverbial. 	<ul style="list-style-type: none"> To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity. 	<ul style="list-style-type: none"> To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi- colon and bullet points.
Punctuation	<ul style="list-style-type: none"> Capital letters. Full stops. <p><u>Children are aware of full stops at the end of a sentence.</u></p>	<ul style="list-style-type: none"> Capital letters for names & personal pronoun 'I'.. Question marks. Exclamation marks. 	<ul style="list-style-type: none"> Commas in a list. Apostrophe (contractions). <p><u>All children are using capital letters and full stops.</u></p>	<ul style="list-style-type: none"> Correct use of inverted commas for direct speech. 	<ul style="list-style-type: none"> Apostrophe for singular & plural possession. Comma after fronted adverbial (e.g. Later that day, I heard bad news.). Use commas to mark clauses. <p><u>All children using commas and inverted commas correctly.</u></p>	<ul style="list-style-type: none"> Brackets. Dashes. Commas for parenthesis Commas to clarify meaning or avoid ambiguity. Link clauses in sentences using a range of subordinating & coordinating conjunctions. Use verb phrases to create subtle differences (e.g. she began to run). 	<ul style="list-style-type: none"> Semi-colon, colon, dash to mark the boundary between independent clauses. Correct punctuation of bullet points. Hyphens to avoid ambiguity. Full range of punctuation matched to requirements of text type. <p><u>Children can use parenthesis correctly.</u></p>
Paragraphing		<ul style="list-style-type: none"> Clearly sequenced sentences [an introduction to paragraphs]. 	<ul style="list-style-type: none"> <u>Children are able to write for a longer period of time (20 minutes or more)</u> 	<ul style="list-style-type: none"> Group ideas into paragraphs around a theme. Write under headings & sub-headings. 	<ul style="list-style-type: none"> Use connectives to link paragraphs. organise paragraphs around a theme <p><u>All children able to write several paragraphs about one topic and to be able to sustain their writing for 30 minutes or more.</u></p>	<ul style="list-style-type: none"> Consistently organise into paragraphs. Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly). 	<ul style="list-style-type: none"> Wide range of devices to build cohesion within and across paragraphs. Use paragraphs to signal change in time, scene, action, mood or person. <p><u>All children to write and link paragraphs together about one topic and sustain their writing for 40 minutes or more.</u></p>



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Writing process	<p>Read sentence that has been written to peers and/or teacher.</p> <p><u>All children to read their own sentences.</u></p>	<ul style="list-style-type: none"> include a simple beginning, middle and end in writing re-read what has been written to check it makes sense Proofread for punctuation. 	<ul style="list-style-type: none"> write for different purposes (including poetry) proofread to check for errors in spelling and grammar re-read writing to check for correct and consistent tense <p><u>All children to reread their work and make changes.</u></p>	<ul style="list-style-type: none"> assess the effectiveness of own and others' writing proofread for spelling, grammar and punctuation errors and self-correct using a dictionary. 	<ul style="list-style-type: none"> creates settings, characters and plot in narratives writes non-narratives using appropriate organisational devices assess the effectiveness of their own and others' writing and suggests improvements using a thesaurus <p><u>All children self-correct their work making improvements where needed to upskill their work.</u></p>	<ul style="list-style-type: none"> show clearly sentences being magpied from example texts shared/read adapting them where needed. proofread own work for spelling and punctuation errors for a wider audience ensuring accuracy. 	<ul style="list-style-type: none"> use drafting précis longer passages appropriately <p><u>All children ensure that spellings, punctuation and tenses are correct.</u></p>
Handwriting	<ul style="list-style-type: none"> Use a pencil and hold it effectively to form recognisable letters, formed correctly (lower case and capital letters) Use pencil flip action Write on page left to right, top to bottom. <p><u>All children can hold a pencil properly.</u></p>	<ul style="list-style-type: none"> sit correctly at the table Use paper tilt correctly spaces evident between words Correct formation of lower case - finishing in right place and capital letters. Correct formation of digits 0- 9 	<ul style="list-style-type: none"> Evidence of diagonal & horizontal strokes to lead in and out words are almost always appropriately and consistently spaced in relation to the size of the letters including capital letters write digits of the correct size and orientation <p><u>All children form their letters and sitting correctly.</u></p>	<ul style="list-style-type: none"> Legible, joined quality cursive handwriting. use diagonal and horizontal strokes to join letters and understand which letters when adjacent to one another or best left unjoined. 	<ul style="list-style-type: none"> Legible, joined handwriting of consistent quality (e.g. by ensuring the down strokes of letters are parallel equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch) <p><u>All children join their handwriting.</u></p>	<ul style="list-style-type: none"> Legible and fluent style with increasing speed using a pen. 	<ul style="list-style-type: none"> Legible, fluent and personal style with increasingly efficient speed know which letters join and which writing implement is best suited to a genre <p><u>All children write fluently with speed.</u></p>



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Spelling – no nonsense	<ul style="list-style-type: none"> Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words Spell phase three tricky words correctly. <p>All children to attempt to phonetically spell words.</p>	<ul style="list-style-type: none"> Sound blending new words Spell phase four and give tricky words correctly. Learn to write number to 20 as words 	<ul style="list-style-type: none"> Proofread when prompted. Phase 5 GPCs Homophones (blue/blew) (to/two/too) (here/hear, one/ won, sun/son) /d₃/ sound spelt as 'ge' and 'dge' at the end of words, and sometimes as 'g' elsewhere in words before 'e', 'i' and 'y' /s/sound spelt 'c' before 'e', 'i' and 'y' /ai/ spelt 'i' in common exception words (find, kind, mind, behind, child, wild, climb) Applying phonic knowledge to spell an increasing number of complex words Recognizing phonic irregularities <p>All children to learn how to spell the common exception words from year 1 and 2</p>	<ul style="list-style-type: none"> Proof reading is beginning to happen in some pieces of work Prefixes 'mis-' and 're-' Homophones (brake/break, grate/great, eight/ate, weight/wait, son/sun) Rarer GPCs: words with the /e₁/ sound spelt 'ei' (vein), 'eigh' (eight), 'aigh' (straight) or 'ey' (they) The /i/ sound spelt 'y' Use of a dictionary Words ending with the /g/ sound spelt '-gue' and the /k/ sound spelt '-que' (French in origin) 	<ul style="list-style-type: none"> Proof reading beginning to happen after each piece of work Prefixes 'in-', 'il-', 'im-' and 'ir-' Adding suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-er', '-en', '-ed') Homophones (peace/piece, main/mane, fair/fare) Use of thesaurus Words with the /e₁/ sound spelt 'ei', 'eigh' or 'ey' Words with the /j/ sound spelt 'ch' and the /ʌ/ sound spelt 'ou' possessive apostrophe with singular proper nouns <p>All children to learn how to spell word lists year 3 and 4</p>	<ul style="list-style-type: none"> Proof reading is happening, and children begin to edit more of their work Suffixes - ough, ible and able, Homophones (isle/aisle, aloud/allowed, affect/effect, herd/heard, past/passed) Able to spell words with 'silent' letters Use of hyphens 	<ul style="list-style-type: none"> Proof reading is regularly happening ensuring that children edit all of their mistakes Suffixes - cious, tious, cial, tial, ent, ency, ence, ant, ance, ancy ible, able, ibly and ably Homophones (ce/se) Rare GPCS from statutory ord list <p>All children to learn how to spell word lists year 5 and 6</p>
Phonics	Mastered phase 1 – 3 Experienced phase 4	Mastered phase 4 and 5 Children pass the phonics screening.	Master phase 6 and moved to no nonsense spelling	-	-	-	-
Alan Peat Sentences	NA	All the Ws sentences List sentences	All of Year 1 plus: 2A sentences BOYS sentences What + ! sentences	All of Year 1-2 plus: Verb, person sentences If, if , if, then sentences Double ly sentences Paired Conjunctions sentences Simile sentences	All of Year 1-3 plus: 2 adjective pairs sentences 3_ed sentences Emotion word, comma sentences Personification of weather sentences/ This is that sentences Last word, first word sentences Then & Now sentences	All of Year 1-4 plus: NOUN, who/ which/ where sentences Outside (inside) sentences The more, the more sentences Short sentences ___ing, ___ed sentences	All of Year 1-5 plus: De: De sentences Adjective, same Adjective sentences 3 bad – dash question sentences Some; others sentences Irony sentences One word, one phrase definition Imagine; 3 examples sentences
Life skills	Write their first name	Write their full name	Able to spell days of the week	Able to spell months of the Year	Learn their home address	Write a letter of application	Make a book for a younger pupil