



East Ravendale CE Primary School - Writing Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Contexts for writing			<ul style="list-style-type: none"> • Narrative about personal experience • Writing about real events • Writing poetry • Writing for different purposes e.g. biography, narrative, letter, explanation/ instructions 	Students should: <ul style="list-style-type: none"> • Look at examples of writing, similar to that which they are planning to write • Discuss writing similar to that which they are going to write • Look at examples to help understand structure, vocabulary and grammar relevant to the writing they are to undertake. 		Students should: <ul style="list-style-type: none"> • Identify the audience and purpose of the writing 	
Phonic and whole word spelling	<ul style="list-style-type: none"> • Children use their phonic knowledge to write words in ways which match their spoken sounds • They also write some irregular common words • They can write some irregular words • Some words are spelt correctly and others are phonetically plausible 	<ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes already taught. • Spell common exception words • Spell days of the week • Name the letters of the alphabet in order • Use letter names to distinguish between alternative spellings of the same sound • Add prefixes and suffixes <ul style="list-style-type: none"> - s or es - un - ing, ed, er and est 	<ul style="list-style-type: none"> • Spell by segmenting into phonemes and representing graphemes - spelling many correctly • Learn new ways of spelling, phonemes where one or more spelling are already known • Spell common exception words • Spell many common exception words • Distinguish between homophones and near homophones • Add suffixes to spell longer words <ul style="list-style-type: none"> - ment, ness, ful, less, ly 	<ul style="list-style-type: none"> • Spell further homophones • Spell words that are often misspelt • Use the first three letters to check spelling in a dictionary • Use further prefixes and suffixes and understand how to add them 		<ul style="list-style-type: none"> • Continue to distinguish between homophones and other words which are often confused • Use dictionaries to check the spelling and meaning of words • Use a thesaurus • Spell words with silent letters • Use further prefixes and suffixes and understand the guidance for adding them 	
Handwriting	<ul style="list-style-type: none"> • At East Ravendale - students taught simple letter formation using the RWI programme of writing and spelling 	<ul style="list-style-type: none"> • Sit at a table comfortably and hold a pencil correctly • Begin to form lower case letters in the correct direction, starting and finishing in the correct place • Form capital letters • Form digits 0 - 9 • Understand which letters belong to which handwriting 'families' e.g. ascenders, descenders, and practise these. 	<ul style="list-style-type: none"> • Form lower case letters of the correct size relative to one another • Start using the diagonal and horizontal strokes required for joining letters • Write capital letters of the correct size and orientation compared with lower case letters • Use spacing between words that reflects the size of the letters • Write digits of the correct size and orientation. 	<ul style="list-style-type: none"> • Use diagonal and horizontal strokes needed to join letters and understand which letters are best left unjoined • Increase the legibility, consistency and quality of handwriting • Ensure all down strokes of letters are parallel and equidistant • Ensure that lines of writing are spaced sufficiently so ascenders and descenders do not touch. 		<ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed by: • Choosing which shape of letter to use when given choices and deciding whether or not to join specific letters • Choosing the writing implement which is best suited to the task 	
Transcription	<ul style="list-style-type: none"> • Write from memory, simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 						
Planning writing		<ul style="list-style-type: none"> • Say out loud what they are going to write about • Compose a sentence orally before writing it 	<ul style="list-style-type: none"> • Plan writing by saying out loud what they are going to write about 	<ul style="list-style-type: none"> • Discuss and record ideas • Compose and rehearse sentences orally (including dialogue) before writing • Build a rich and varied vocabulary including a range of sentence structures 		<ul style="list-style-type: none"> • noting and developing initial ideas, drawing on reading and research where necessary 	
Drafting writing		<ul style="list-style-type: none"> • Sequence sentences to form short narratives • Re-read what they have written to check that it makes sense 	<ul style="list-style-type: none"> • Write down ideas and/or key words, including new vocabulary • Encapsulate what they want to say, sentence by sentence 	<ul style="list-style-type: none"> • Organise paragraphs around a theme • in narratives, create settings, characters and plot • in non-narrative material, use simple organisational devices (headings & subheadings) 		<ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • precisising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader 	

Editing writing		<ul style="list-style-type: none"> discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> evaluate their writing with the teacher and other pupils 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 proofread to check for errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> assess the effectiveness of their own and others' writing and suggest improvements propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register proofread for spelling and punctuation errors 		
Performing writing		<ul style="list-style-type: none"> read their writing aloud clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> read their 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 	<ul style="list-style-type: none"> perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear 		
Vocabulary		<ul style="list-style-type: none"> leave spaces between words join words and join clauses using "and" 	<ul style="list-style-type: none"> expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition use conjunctions, adverbs and prepositions to express time and cause (and place) 	<ul style="list-style-type: none"> use a thesaurus using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility 		
Grammar		<ul style="list-style-type: none"> regular plural noun suffixes (-s, -es) verb suffixes where root word is unchanged (-ing, -ed, -er) un- prefix to change meaning of adjectives/adverbs to combine words to make sentences, including using and Sequencing sentences to form short narratives separation of words with spaces sentence demarcation (. ! ?) capital letters for names and pronoun 'I') 	<ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command the present and past tenses correct and consistent including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) some features of written Standard English suffixes to form new words (-ful, -er, -ness) sentence demarcation commas in lists apostrophes for omission & singular possession 	<ul style="list-style-type: none"> use the present perfect form of verbs in contrast to the past tense form nouns using prefixes (super-, anti-) use the correct form of 'ai' or 'an' word families based on common words (solve, solution, dissolve, insoluble) 	<ul style="list-style-type: none"> use fronted adverbials difference between plural and possessive -s Standard English verb inflections (I did vs I done) extended noun phrases, including with prepositions appropriate choice of pronoun or noun to create cohesion 	<ul style="list-style-type: none"> use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun convert nouns or adjectives into verbs verb prefixes use devices to build cohesion, including adverbials of time, place and number 	<ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause differences in informal and formal language synonyms & Antonyms further cohesive devices such as grammatical connections and adverbials use of ellipsis
Punctuation		<ul style="list-style-type: none"> begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) 	<ul style="list-style-type: none"> use and punctuate direct speech (i.e. Inverted commas) 	<ul style="list-style-type: none"> use commas after fronted adverbials indicate possession by using the possessive apostrophe with singular and plural nouns use and punctuate direct speech (including punctuation within and surrounding inverted commas) 	<ul style="list-style-type: none"> use commas to clarify meaning or avoid ambiguity in writing use brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> use hyphens to avoid ambiguity use semicolons, colons or dashes to mark boundaries between independent clauses use a colon to introduce a list punctuate bullet points consistently
Grammatical terminology		letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb, tense (past, present), apostrophe, comma	adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter, inverted commas (or 'speech marks')	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points