



## Ellingham and Woodton Primary Federation

### Skills Progression Grid for Writing



Year Group	Transcription Spelling and Word-building	Composition Context, Planning, drafting, editing and performance	Handwriting	Vocabulary, Grammar and Punctuation
EYFS	<ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>



## Ellingham and Woodton Primary Federation

### Skills Progression Grid for Writing



Year Group	Transcription Spelling and Word-building	Composition Context, Planning, drafting, editing and performance	Handwriting	Vocabulary, Grammar and Punctuation
Year 1	<ul style="list-style-type: none"> <li>• Words containing each of the 40+ phonemes taught.</li> <li>• Common exception words.</li> <li>• The days of the week.</li> <li>• Name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound.</li> <li>• Using spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.</li> <li>• Using the prefix un-</li> <li>• Using -ing, -ed, -er and -est where no change is needed in the spelling of root words.</li> <li>• Apply simple spelling rules and guidance from Appendix 1.</li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>• Saying out loud what they are going to write about, composing a sentence orally before writing it.</li> <li>• Sequencing sentences to form short narratives, re-reading what they have written to check it makes sense.</li> <li>• Discuss what they have written with the teacher or other pupils.</li> <li>• Read their writing aloud clearly enough to be heard by their peers and the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Sitting correctly at a table, holding a pencil comfortably and correctly.</li> <li>• Forming lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>• Writing all letters sitting on a base line.</li> <li>• Forming capital letters.</li> <li>• Forming digits 0-9.</li> <li>• Understanding which letters belong to which handwriting 'families' and to practise these.</li> <li>• Learning a series of rhythmical movements, to improve fine motor coordination.</li> <li>• Will be introduced to cursive handwriting-flicks at end of letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Leave spaces between words.</li> <li>• Read their writing aloud clearly enough to be heard by their peers and the teacher.</li> <li>• Regular plural noun suffixes (-s, -es.)</li> <li>• Verb suffixes where root word is unchanged (-ing, -ed, -er.)</li> <li>• Un-prefix to change meaning of adjectives/adverbs.</li> <li>• To combine words to make sentences, including using and.</li> <li>• Sequencing sentences to form short narratives.</li> <li>• Separation of words with spaces.</li> <li>• Sentence demarcation (. ! ?)</li> <li>• Capital letters for names and pronoun ('I'.)</li> <li>• Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</li> <li>• Using a capital letter for names of people, places, the days of the week, and the personal pronoun.</li> </ul> <p><b>Grammatical Terminology:</b>  <b>Letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark.</b></p>



# Ellingham and Woodton Primary Federation

## Skills Progression Grid for Writing



Year Group	Transcription Spelling and Word-building	Composition Context, Planning, drafting, editing and performance	Handwriting	Vocabulary, Grammar and Punctuation
Year 2	<ul style="list-style-type: none"> <li>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</li> <li>Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones.</li> <li>Learning to spell common exception words, distinguishing between homophones and near-homophones.</li> <li>Learning the possessive apostrophe (singular.)</li> <li>Learning to spell more words with contracted forms.</li> <li>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly, applying spelling rules and guidelines from Appendix 1.</li> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>Writing narratives about personal experiences and those of others (real and fictional.)</li> <li>Writing about real events.</li> <li>Writing poetry.</li> <li>Writing for different purposes.</li> <li>Planning or saying out loud what they are going to write about.</li> <li>Writing down ideas and/or key words, including new vocabulary.</li> <li>Encapsulating what they want to say, sentence by sentence.</li> <li>Evaluating their writing with the teacher and other pupils, rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</li> <li>Proofreading to check for errors in spelling, grammar and punctuation.</li> <li>Read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another.</li> <li>Using the 4 joins correctly.</li> <li>Diagonal and horizontal joins to letters with and without ascenders.</li> <li>Writing capital letters and numerals of the correct size, orientation and relationship to one another and to lower-case letters.</li> <li>Ensuring that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation.</li> <li><u>Majority of children will be writing in a neat cursive style by the end of Key Stage 1.</u></li> </ul>	<ul style="list-style-type: none"> <li>Expanded noun phrases to describe and specify.</li> <li>Sentences with different forms: statement, question, exclamation, command.</li> <li>The present and past tenses correctly and consistently including the progressive form.</li> <li>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</li> <li>Some features of written Standard English.</li> <li>Suffixes to form new words (-ful, -er, -ness.)</li> <li>Sentence demarcation.</li> <li>Commas in lists.</li> <li>Apostrophes for omission &amp; singular possession.</li> <li>Learning 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.)</li> </ul> <p><b>Grammatical Terminology:</b>  <b>Noun, noun phrase, statement, question, exclamation, command, compound, adjective verb, suffix, adverb tense (past, present,) apostrophe, comma.</b></p>



## Ellingham and Woodton Primary Federation

### Skills Progression Grid for Writing



Year Group	Transcription Spelling and Word-building	Composition Context, Planning, drafting, editing and performance	Handwriting	Vocabulary, Grammar and Punctuation
Year 3	<ul style="list-style-type: none"> <li>• Use further prefixes and suffixes and understand how to add them.</li> <li>• Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</li> <li>• Use the first 2 or 3 letters of a word to check its spelling in a dictionary.</li> <li>• Use further prefixes and suffixes and understand how to add them.</li> <li>• Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</li> <li>• Use the first 2 or 3 letters of a word to check its spelling in a dictionary.</li> <li>• Write from memory simple sentences dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>• Discussing and recording ideas composing and rehearsing sentences orally (including dialogue,) progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>• Organising paragraphs around a theme.</li> <li>• In narratives, creating settings, characters and plot.</li> <li>• In non-narrative material, using simple organisational devices (headings &amp; subheadings.)</li> <li>• Assessing the effectiveness of their own and others' writing and suggesting improvements.</li> <li>• Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>• Proof-read for spelling and punctuation errors.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing the legibility, consistency and quality of their handwriting.</li> <li>• Ensuring letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.</li> <li>• Using the 4 joins correctly.</li> <li>• Diagonal and horizontal joins to letters with and without ascenders.</li> <li>• Using entry strokes at the beginning of each letter (but not at the beginning of a word.)</li> <li>• Improving the speed of writing, so promoting creativity in independent writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>• Using conjunctions, adverbs and prepositions to express time and cause (and place.)</li> <li>• Using the present perfect form of verbs in contrast to the past tense.</li> <li>• Form nouns using prefixes (super-, anti-.)</li> <li>• Use the correct form of 'a' or 'an'.</li> <li>• Word families based on common words (solve, solution, dissolve, insoluble.)</li> <li>• Using and punctuating direct speech (i.e. Inverted commas.)</li> </ul> <p><b>Grammatical Terminology</b>  <b>Adverb, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks').</b></p>



## Ellingham and Woodton Primary Federation

### Skills Progression Grid for Writing



Year Group	Transcription Spelling and Word-building	Composition Context, Planning, drafting, editing and performance	Handwriting	Vocabulary, Grammar and Punctuation
Year 4	<ul style="list-style-type: none"> <li>• Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>• Use prefixes and suffixes and understand how to add them.</li> <li>• Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</li> <li>• Use the first 2 or 3 letters of a word to check its spelling in a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>• Discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>• Organising paragraphs around a theme.</li> <li>• In narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices.</li> <li>• Assessing the effectiveness of their own and others' writing and suggesting improvements.</li> <li>• Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>• Proofread for spelling and punctuation errors.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Improving speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able to take 'quick notes' at a faster pace.</li> <li>• Having the strength and mobility to be able to write for longer periods of time without fatigue.</li> <li>• Taking care with presentation.</li> </ul>	<ul style="list-style-type: none"> <li>• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>• Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>• Using fronted adverbials.</li> <li>• Difference between plural and possessive -s.</li> <li>• Standard English verb inflections (I did vs I done.)</li> <li>• Extend noun phrases, including with prepositions.</li> <li>• Appropriate choice of pronoun or noun to create cohesion.</li> <li>• Using commas after fronted adverbials.</li> <li>• Indicating possession by using the possessive apostrophe with singular and plural nouns.</li> <li>• Using and punctuating direct speech (including punctuation within and surrounding inverted commas.)</li> </ul> <p><b>Grammatical Terminology:</b>  <b>Determiner, pronoun, possessive pronoun, adverbial.</b></p>



# Ellingham and Woodton Primary Federation

## Skills Progression Grid for Writing



Year Group	Transcription Spelling and Word-building	Composition Context, Planning, drafting, editing and performance	Handwriting	Vocabulary, Grammar and Punctuation
Year 5	<ul style="list-style-type: none"> <li>• Spell some words with 'silent' letters.</li> <li>• Continue to distinguish between homophones and other words which are often confused.</li> <li>• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1.</li> <li>• Use further prefixes and suffixes and understand the guidance for adding them.</li> <li>• Use dictionaries to check the spelling and meaning of words.</li> <li>• Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> <li>• Noting and developing initial ideas, drawing on reading and research where necessary.</li> <li>• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>• In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</li> <li>• Precising longer passages.</li> <li>• Using a wide range of devices to build cohesion within and across paragraphs.</li> <li>• Using further organisational and presentational devices to structure text and to guide the reader.</li> <li>• Assessing the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>• Ensuring the consistent and correct use of tense throughout a piece of writing.</li> <li>• Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</li> <li>• Proofread for spelling and punctuation errors.</li> <li>• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>• Choosing the writing implement that is best suited for a task.</li> <li>• Taking increased care with presentation, and having pride in their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a thesaurus.</li> <li>• Using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility.</li> <li>• Using the perfect form of verbs to mark relationships of time and cause.</li> <li>• Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</li> <li>• Converting nouns or adjectives into verbs.</li> <li>• Verb prefixes.</li> <li>• Devices to build cohesion, including adverbials of time, place and number.</li> <li>• Using commas to clarify meaning or avoid ambiguity in writing.</li> <li>• Using brackets, dashes or commas to indicate parenthesis.</li> </ul> <p><b>Grammatical Terminology:</b>  <b>Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity.</b></p>



## Ellingham and Woodton Primary Federation

### Skills Progression Grid for Writing



Year Group	Transcription Spelling and Word-building	Composition Context, Planning, drafting, editing and performance	Handwriting	Vocabulary, Grammar and Punctuation
Year 6	<ul style="list-style-type: none"> <li>• Spell some words with 'silent' letters.</li> <li>• Continue to distinguish between homophones and other words which are often confused.</li> <li>• Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1.</li> <li>• Use further prefixes and suffixes and understand the guidance for adding them.</li> <li>• Use dictionaries to check the spelling and meaning of words.</li> <li>• Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> <li>• Noting and developing initial ideas, drawing on reading and research where necessary.</li> <li>• Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>• In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</li> <li>• Precising longer passages.</li> <li>• Using a wide range of devices to build cohesion within and across paragraphs.</li> <li>• Using further organisational and presentational devices to structure text and to guide the reader.</li> <li>• Assessing the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>• Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.</li> <li>• Proofread for spelling and punctuation errors.</li> <li>• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>• Choosing the writing implement that is best suited for a task.</li> <li>• Taking increased care with presentation, and having pride in their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a thesaurus.</li> <li>• Using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility.</li> <li>• Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</li> <li>• Using passive verbs to affect the presentation of information in a sentence.</li> <li>• Using the perfect form of verbs to mark relationships of time and cause.</li> <li>• Differences in informal and formal language.</li> <li>• Synonyms &amp; antonyms.</li> <li>• Further cohesive devices such as grammatical connections and adverbials.</li> <li>• Use of ellipsis.</li> <li>• Using hyphens to avoid ambiguity.</li> <li>• Using semicolons, colons or dashes to mark boundaries between independent clauses.</li> <li>• Using a colon to introduce a list, punctuating bullet points consistently.</li> </ul> <p><b>Grammatical Terminology</b>  <b>Subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet points.</b></p>