

## Westroyd Primary School Progression of Skills Document for Writing

| Letter Formation/Handwriting  |  |  |   |   |  |
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| Year 1  | Year 2   | Year 3   | Year 4  | Year 5  | Year 6   |
| <ul style="list-style-type: none"> <li>➤ sit correctly at a table, holding a pencil comfortably and correctly – BBC (bottom back in chair) position.</li> <li>➤ continue to develop tripod grip of a pencil/pen.</li> <li>➤ write some lower case and capital letters of the alphabet in the correct direction, starting and finishing in the right place.</li> <li>➤ form digits 0-9.</li> </ul> | <ul style="list-style-type: none"> <li>➤ sit correctly at a table, holding a pencil comfortably and correctly- BBC (bottom back in chair) position.</li> <li>➤ master the tripod grip of a pen/pencil.</li> <li>➤ form lower case letters of the correct size, relative to one another.</li> <li>➤ use spacing between words that reflects the size of the letters.</li> <li>➤ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> </ul> | <ul style="list-style-type: none"> <li>➤ use the diagonal and horizontal strokes needed to join letters.</li> <li>➤ Increase the legibility, consistency and quality of handwriting, e.g.: by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left not joined.</li> <li>➤ Continue to Increase the legibility, consistency and quality of handwriting, eg: by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li> </ul> | <ul style="list-style-type: none"> <li>➤ confidently use diagonal and horizontal joining strokes when writing independently to increase fluency.</li> <li>➤ begin to choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten version.</li> </ul> | <ul style="list-style-type: none"> <li>➤ choose a standard of handwriting which is appropriate for a particular task, e.g. quick notes or a final handwritten, presented version.</li> <li>➤ choose the writing implement which is best suited for a task</li> </ul> |

**Planning, drafting and editing**

| Year 1  | Year 2   | Year 3   | Year 4  | Year 5  | Year 6   |
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| <ul style="list-style-type: none"> <li>➤ compose a sentence orally before writing.</li> <li>➤ Say a sentence out loud before writing it – oral rehearsal.</li> <li>➤ sequence sentences to form short narratives.</li> <li>➤ read their writing to check that it makes sense to themselves and to an adult.</li> <li>➤ to begin to independently make a change to their writing so that they can make their writing better</li> </ul> | <ul style="list-style-type: none"> <li>➤ write narratives about personal experiences and those of others (real and fictional).</li> <li>➤ plan what they are going to write about, including writing down ideas and/or key words and new vocabulary eg: mind-maps.</li> <li>➤ sequence what they want to say sentence by sentence.</li> <li>➤ make simple additions, revisions and corrections to their own</li> </ul> | <ul style="list-style-type: none"> <li>➤ use ideas from their own reading and modelled examples to plan their writing.</li> <li>➤ begin to proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements – blue editing pens introduced A1.</li> <li>➤ organise their writing into paragraphs around a theme (e.g. 3 paragraphs – beginning middle and end).</li> </ul> | <ul style="list-style-type: none"> <li>➤ compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>➤ consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</li> <li>➤ proofread and amend their own and others' writing, correcting errors in</li> </ul> | <ul style="list-style-type: none"> <li>➤ plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>➤ consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed and use these as a basis for structuring</li> </ul> | <ul style="list-style-type: none"> <li>➤ note down and develop initial ideas, drawing on reading and research where necessary. use appropriate organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</li> <li>➤ use a wide range of devices to build cohesion within and across paragraphs.</li> <li>➤ consistently proofread for spelling and</li> </ul> |

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|  | <p>writing by evaluating their writing with the teacher and other pupils.</p> <ul style="list-style-type: none"> <li>➤ read to check that their writing makes sense and that the correct tense is used throughout with the help of an adult where necessary.</li> <li>➤ check for errors in spelling, grammar and punctuation with the help of an adult where necessary.</li> </ul> |  | <p>grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p> | <p>their own writing.</p> <ul style="list-style-type: none"> <li>➤ proofread work to shorten longer passages by removing unnecessary repetition or irrelevant details.</li> <li>➤ link ideas across paragraphs using cohesive devices.</li> <li>➤ proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements</li> </ul> | <p>punctuation errors.</p> <ul style="list-style-type: none"> <li>➤ make changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>➤ recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</li> </ul> |
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### Audience, purpose and structure

| Year 1  | Year 2  | Year 3   | Year 4   | Year 5  | Year 6   |
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| <ul style="list-style-type: none"> <li>➤ use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</li> <li>➤ start to engage readers by using adjectives to describe.</li> <li>➤ begin to write for different purposes: poetry, instructions, letter.</li> </ul> | <ul style="list-style-type: none"> <li>➤ write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</li> <li>➤ use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</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>➤ demonstrate an increasing understanding of purpose and audience by 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>➤ use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</li> <li>➤ make deliberate, ambitious word choices to add detail.</li> </ul> | <ul style="list-style-type: none"> <li>➤ write a range of narratives and nonfiction pieces using a consistent and appropriate structure (including genre specific layout devices eg: text boxes, bullet points etc)</li> <li>➤ write a range of narratives that are well-structured and appropriately-paced.</li> <li>➤ create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</li> </ul> | <ul style="list-style-type: none"> <li>➤ produce sustained and accurate writing from different narrative and non-fiction genres with</li> <li>➤ appropriate structure, organisation and layout devices for a range of audiences and purposes.</li> <li>➤ describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.</li> </ul> | <ul style="list-style-type: none"> <li>➤ 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 (including literary language, characterisation, structure, etc.).</li> <li>➤ distinguish between the language of speech and writing and to choose the appropriate level of formality.</li> <li>➤ select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms</li> </ul> |

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|  |  | <ul style="list-style-type: none"> <li>➤ create settings, characters and plot in narratives.</li> <li>➤ begin to use dialogue to convey a character (their feelings and personality)</li> </ul> | <ul style="list-style-type: none"> <li>➤ use dialogue to convey a character and to start to advance the action.</li> </ul> | <ul style="list-style-type: none"> <li>➤ use dialogue to convey a character and to advance the action.</li> <li>➤ perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</li> </ul> | <p>in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p> |
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| Sentence Structure (including punctuation and grammar)   |   |   |   |  |   |
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| Year 1   | Year 2  | Year 3  | Year 4  | Year 5   | Year 6  |
| <ul style="list-style-type: none"> <li>➤ use simple sentence structures that are accurately punctuated with a capital letter and a full stop.</li> </ul> | <ul style="list-style-type: none"> <li>➤ use the present tense and the past tense mostly correctly and consistently.</li> <li>➤ form sentences with different forms:</li> </ul> | <ul style="list-style-type: none"> <li>➤ maintain the correct tense (including the present perfect tense)</li> <li>➤ throughout a piece of writing with accurate</li> </ul> | <ul style="list-style-type: none"> <li>➤ use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</li> </ul> | <ul style="list-style-type: none"> <li>➤ use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</li> </ul> | <ul style="list-style-type: none"> <li>➤ ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb</li> </ul> |

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| <ul style="list-style-type: none"> <li>➤ use simple conjunctions (and, but) to link ideas in sentences.</li> <li>➤ form simple compound sentences.</li> <li>➤ use capital letters for names, places, the days of the week and the personal pronoun 'I'.</li> <li>➤ use finger spaces.</li> <li>➤ use full stops to end sentences.</li> </ul> | <p>statement, question, exclamation, command.</p> <ul style="list-style-type: none"> <li>➤ use co-ordination (or/and/but).</li> <li>➤ use some subordination (when/if/that/because).</li> <li>➤ use expanded noun phrases to describe and specify (e.g. the blue butterfly).</li> </ul> <p><b>use the full range of punctuation taught at key stage 1 mostly correctly including:</b></p> <ul style="list-style-type: none"> <li>• capital letters, full stops, question marks and exclamation marks;</li> <li>• commas to separate lists;</li> <li>• apostrophes for singular</li> </ul> | <p>subject/verb agreement.</p> <ul style="list-style-type: none"> <li>➤ use 'a' or 'an' correctly throughout a piece of writing.</li> <li>➤ use simple conjunctions confidently and accurately.</li> <li>➤ use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</li> <li>➤ use a range of conjunctions, adverbs and</li> </ul> | <ul style="list-style-type: none"> <li>➤ use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</li> <li>➤ Use expanded noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</li> </ul> | <ul style="list-style-type: none"> <li>➤ ensure the consistent and correct use of tense throughout all pieces of writing.</li> <li>➤ use a range of conjunctions accurately, varying the position within the sentence.</li> <li>➤ use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</li> <li>➤ use relative clauses beginning with</li> </ul> | <p>agreement when using singular and plural.</p> <ul style="list-style-type: none"> <li>➤ use the subjunctive form in formal writing.</li> <li>➤ use the perfect form of verbs to mark relationships of time and cause.</li> <li>➤ use the passive voice accurately within appropriate pieces.</li> <li>➤ use question tags in informal writing (a very short clause at the end of a statement which changes the statement</li> </ul> |
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|  | <p>possession and contracted words</p> | <p>prepositions to show time, place and cause.</p> <ul style="list-style-type: none"> <li>➤ punctuate direct speech using inverted commas (speech marks).</li> </ul> | <ul style="list-style-type: none"> <li>➤ consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition.</li> <li>➤ use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</li> <li>➤ consistently use apostrophes for singular and plural possession.</li> <li>➤ to use a colon and semi colon for lists</li> </ul> | <p>a relative pronoun with confidence.</p> <ul style="list-style-type: none"> <li>➤ to use the passive voice.</li> <li>➤ use commas consistently to clarify meaning or to avoid ambiguity.</li> <li>➤ use brackets, dashes or commas to indicate parenthesis.</li> <li>➤ to use a colon and semi colon in lists to separate clauses</li> </ul> | <p>into a question. For example, in 'She said half price, didn't she?', the words 'didn't she' are a question tag.")</p> <ul style="list-style-type: none"> <li>➤ use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</li> </ul> |
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## Word Spelling

| Year 1  | Year 2   | Year 3  | Year 4  | Year 5   | Year 6   |
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| <ul style="list-style-type: none"> <li>➤ use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>➤ use the prefix un–</li> <li>➤ use –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 (NC appendix 1)</li> <li>➤</li> </ul> | <ul style="list-style-type: none"> <li>➤ learning the possessive apostrophe (singular)</li> <li>➤ learn to spell more words with contracted forms</li> <li>➤ add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>➤ show awareness of silent letters in spelling e.g. knight, write</li> <li>➤ use –le ending as the most common spelling for this sound at the end of words</li> </ul> | <ul style="list-style-type: none"> <li>➤ spell further homophones</li> <li>➤ spell words that are often misspelt (NC appendix 1)</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> </ul> | <ul style="list-style-type: none"> <li>➤ spell further homophones</li> <li>➤ spell words that are often misspelt (NC appendix 1)</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> </ul> | <ul style="list-style-type: none"> <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>➤ 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> |

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|  | ➤ apply spelling rules and guidelines from NC Appendix 1 |  |  |  |  |
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