

Beit Shvidler Primary School – Writing Progression of Skills Document 2022

| Curriculum Area | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-----------------------------------|---------|--|--|---|---|---|---|---|
| Transcription Spelling | | <p>Write CVC words with sounds and letters they know</p> <p>Write tricky words</p> | <p>Write words using sounds already learned.</p> <p>Spell tricky words.</p> <p>Write the days of the week.</p> <p>Name the letters of the alphabet in order.</p> <p>Begin using different spellings for the same sound.</p> <p>Spell words ending in suffixes; s, es, ing, ed, er, est.</p> <p>Spell words starting with the prefix; “un.”</p> <p>Write down what the teacher is telling me.</p> | <p>Spell words containing the sounds learned in year 1 and 2.</p> <p>Use different (alternative) spellings for the same sound.</p> <p>Spell some homophones: words that sound the same, but are spelled differently.</p> <p>Spell many common exception, “tricky” words.</p> <p>Spell words that are shortened – contractions - using apostrophes.</p> <p>Use an apostrophe to show that something belongs to somebody.</p> | <p>Explain what prefixes are and use them in my writing; dis, un, mis, re, sub, inter, super, anti, auto.</p> <p>Explain what suffixes are and use them in my writing: less, ness, ful, ly, sion/ure.</p> <p>Spell words containing the sounds: l (myth), ch (chef, brochure), ei (eight), ey.</p> <p>Spell homophones – words that sound the same but are spelled differently.</p> <p>Spell words that are often misspelt, from the year 3 and 4 list.</p> <p>Use apostrophes for contractions.</p> <p>Check words in a dictionary.</p> <p>Write sentences that have been dictated by the teacher.</p> | <p>Explain what prefixes are and use them in my writing: in, il, im, ir, dis, un, anti, inter, re, sub, auto, super.</p> <p>Explain what suffixes are and use them in my writing: ing, er, ed, en, ation, tion, sion, ssionm cian, ly, y, le, ic, ous.</p> <p>Spell words containing the sounds: ou, sure, ture, ch (scheme), ch (chef), gue (league), sc (science), ei, eight, ey, gu.</p> <p>Spell homophones – words that sound the same but are spelled differently.</p> <p>Spell words that are often misspelt from the year 3 / 4 list.</p> | <p>Use prefixes and suffixes: cious, tious, cial, tial, ance, ent, ency, able, ible, ably, ibly, fer.</p> <p>Spell words with the ei after c (deceive) and ough (ought.)</p> <p>Spell some words with “silent” letters.</p> <p>Spell homophones and other words that are often confused.</p> <p>Spell words from the year 5 and year 6 spelling list.</p> <p>Convert nouns/adjectives into verbs.</p> <p>Use a dictionary to check the spelling and meaning of words.</p> | <p>Use prefixes and suffixes: cious, tious, cial, tial, ance, ent, ency, able, ible, ably, ibly, fer.</p> <p>Spell words with the ei after c (deceive) and ough (ought.)</p> <p>Spell some words with “silent” letters.</p> <p>Spell homophones and other words that are often confused.</p> <p>Spell words from the year 5 and year 6 spelling list.</p> <p>Use a dictionary to check the spelling and meaning of words.</p> <p>Use a thesaurus.</p> |

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| | | | | | | Use the possessive apostrophe, for plural. Check words in a dictionary. | Use a thesaurus. | |
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| Transcription Handwriting | Apply print knowledge to my emergent writing Write some letters with good formation e.g. the letters from their name | Write most upper and lower case letters correctly Hold a pencil in a good tripod grip Write simple sentences | Form all lower case letters correctly. Write upper case letters. Write the number from 0 to 9. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. Leave spaces between words. | Write letters in the correct size. Join letters using diagonal and horizontal strokes. Know which letters do not join up. Write capital and lower-case letters of the correct size and orientation. Write digits correctly. Leave appropriate sized spaces between words. | Join letters correctly using diagonal and horizontal strokes. Know which letters should be joined up. Write in cursive handwriting smoothly and legibly. | Join letters correctly using diagonal and horizontal strokes. Know which letters should be joined up. Write in cursive handwriting smoothly and legibly. | Write legibly, fluently and with increasing speed, choosing the appropriate handwriting style for a particular task. Vary font size and style according to the features of a genre. | Write legibly, fluently and with increasing speed, choosing the appropriate handwriting style for a particular task. Vary font size and style according to the features of a genre. |

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| Composition (audience & purpose) | | | <p>Sequence sentences to form short narratives in fiction and non-fiction. Eg: retelling of events.</p> <p>Use some features of text types eg: numbers to show an order</p> | <p>Write a story (real and fiction.)</p> <p>Write a recount of real events and what happened to me.</p> <p>Write a simple poem.</p> | <p>Create settings, characters and a plot for a story.</p> <p>Use headings and sub-headings in non-fiction writing (reports.)</p> <p>Adapt writing to make it more interesting for a reader.</p> | <p>Create settings, characters and a plot for a story.</p> <p>Record a dialogue.</p> <p>Use topic vocabulary in non-fiction.</p> | <p>Plan my writing for appropriate audience and purpose.</p> <p>Consider how authors have developed characters and settings.</p> <p>Use the most appropriate style in my own writing.</p> | <p>Plan my writing for appropriate audience and purpose.</p> <p>Consider how authors have developed characters and settings.</p> <p>Recognise formal and informal speech and writing.</p> <p>Use the most appropriate style in my own writing.</p> |
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| Planning | | | <p>Say out loud what I am going to write.</p> <p>Compose a sentence orally before writing it.</p> | <p>Tell you what I am going to write.</p> <p>Plan what I am going to write.</p> | <p>Plan my writing: structure and vocabulary.</p> | <p>Plan my writing: structure and vocabulary.</p> | <p>Draft my work, developing initial ideas and researching where necessary.</p> <p>Use this knowledge [authorial intent] to plan my own work and to describe settings, characters and atmosphere.</p> | <p>Draft my work, developing initial ideas and researching where necessary.</p> <p>Use this [authorial intent] knowledge to plan my own work and to describe settings, characters and atmosphere.</p> |

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| Writing | <p>Orally segment single sound CVC words e.g. c-a-t</p> <p>Say the initial sounds in most words</p> <p>Begin to write some sounds in their name</p> | <p>Read their own sentences.</p> <p>Sentences can be read by an adult.</p> | <p>Join words and clauses using "and."</p> <p>Structure a simple sentence accurately.</p> <p>Begin to use adjectives to describe.</p> | <p>Write correctly demarcated sentences.</p> <p>Join clauses using coordination and subordination</p> <p>Write a coherent narrative.</p> <p>Use adjectives to describe</p> | <p>Organise my writing into paragraphs.</p> <p>Use a variety of simple and extended sentences.</p> <p>Use sentences with different forms: statements, questions, exclamations and commands.</p> <p>Build up and use varied and rich vocabulary, e.g. adjectives, adverbs, powerful verbs, topic vocabulary in non-fiction.</p> | <p>Organise my writing into paragraphs.</p> <p>Use genre specific layout.</p> <p>Use a variety of sentences: simple, extended and compound with clauses.</p> <p>Use sentences with different forms: statements, questions, exclamations and commands.</p> <p>Build up and use varied and rich vocabulary, e.g. adjectives, adverbs, similes, metaphors, personification, powerful verbs and words for effect.</p> | <p>Select and use effective vocabulary.</p> <p>Explain how my choices can change and enhance meaning.</p> <p>Use a range of organisational and presentational devices to structure text.</p> <p>Create paragraphs that are suitably linked.</p> <p>Use dialogue to convey a character or advance action.</p> | <p>Select and use effective vocabulary confidently.</p> <p>Explain how my choices can change and enhance meaning.</p> <p>Use a range of organisational and presentational devices to structure text.</p> <p>Precise longer passages.</p> |

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| Reviewing | | | <p>Re-read what I have written.</p> <p>Check my writing makes sense.</p> | <p>Check my work for spelling, grammar and punctuation mistakes.</p> <p>Check my work to make sure it makes sense.</p> <p>Make simple revisions and additions.</p> <p>Read my work aloud and make the meaning clear with my voice.</p> | <p>Evaluate and edit my work, checking for spelling and punctuation errors.</p> <p>Suggest ways to improve vocabulary.</p> <p>Evaluate other peoples' work.</p> <p>Read my work out loud in front of the class.</p> | <p>Evaluate and edit my work, checking for spelling and punctuation errors.</p> <p>Suggest ways to improve vocabulary.</p> <p>Evaluate other peoples' work.</p> <p>Read my work out loud in front of the class.</p> | <p>Assess the effectiveness of my writing and other people's writing.</p> <p>Suggest changes to the vocabulary, grammar and punctuation I have used to improve my writing.</p> <p>Proof read and remove unnecessary repetition or irrelevant details.</p> <p>Check my work to ensure that the correct tense is used.</p> <p>Check my work to ensure that the correct subject and verb agreement is used.</p> <p>Check my work for spelling and punctuation errors.</p> | <p>Assess the effectiveness of my writing and other people's writing confidently.</p> <p>Suggest changes to the vocabulary, grammar and punctuation I have used to improve my writing.</p> <p>Check my work to ensure that the correct tense is used.</p> <p>Check my work to ensure that the correct subject and verb agreement is used.</p> <p>Check my work for spelling and punctuation errors.</p> |

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| Punctuation and Grammar | | | <p>Begin to use capital letters, full stops, question marks and exclamation marks.</p> <p>Use a capital letter for names, places, days of the week and "I."</p> <p>Understand and use the correct words to describe the grammar taught in year 1: capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</p> | <p>Use sentences with different forms: a statement, question, exclamation and command.</p> <p>Use capital letters, full stops, exclamation marks, question marks, commas for lists, apostrophes for contraction and possession.</p> <p>Use the past and present tense (simple and progressive) correctly.</p> <p>Use expanded noun phrases.</p> <p>Use conjunctions: when, if, that, because, or, and, but.</p> <p>Understand and use the grammar I have learned in Year 2.</p> | <p>Use a range of conjunctions: when, if, because, although, so, that etc.</p> <p>Use nouns or pronouns to avoid repetition.</p> <p>Use adverbs.</p> <p>Use prepositions.</p> <p>Use the present perfect tense</p> <p>Punctuate direct speech.</p> <p>Explain and use the correct grammar I have learned.</p> <p>Use a and an correctly.</p> | <p>Write sentences that have more than one clause.</p> <p>Use a range of conjunctions: when, if, because, although, so, that etc.</p> <p>Use the present perfect form of verbs.</p> <p>Confidently maintain accurate tense throughout.</p> <p>Use nouns or pronouns to avoid repetition.</p> <p>Use adverbs, conjunctions and prepositions to express time and cause.</p> <p>Use fronted adverbials and commas after "them."</p> <p>Punctuate direct speech.</p> <p>Use Standard English for verb inflections.</p> | <p>Punctuate direct and indirect speech.</p> <p>Use the perfect form of verbs.</p> <p>Use expanded noun phrases.</p> <p>Use relative clauses: phrases beginning with whom which, where, when, whose, that or with omitted relative pronouns.</p> <p>Use adverbs to indicate possibility.</p> <p>Use modal verbs.</p> <p>Link ideas across paragraphs using adverbials of time and place.</p> <p>Use a colon to introduce a list</p> <p>Punctuate bullet points consistently.</p> | <p>Punctuate direct and indirect speech.</p> <p>Use the passive voice.</p> <p>Use the perfect form of verbs.</p> <p>Use question tags in informal speech.</p> <p>Use the subjunctive form in formal writing.</p> <p>Use a range of cohesive devices to link ideas across paragraphs confidently.</p> <p>Accurately use expanded noun phrases for effect.</p> <p>Use modal verbs or adverbs.</p> <p>Confidently use relative clauses: phrases beginning with who, which, where, when, whose, that, or with omitted relative pronoun.</p> |

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| | | | | | | <p>Explain and use the correct grammar I have learned.</p> | <p>Use the grammar I have learned and the correct terminology.</p> <p>Begin to use commas: brackets, dashes and commas for parentheses.</p> <p>Begin to use hyphens to join words or parts of words.</p> <p>Use commas to clarify meaning.</p> <p>Begin to use semi-colons, colons and dashes as boundaries between independent clauses.</p> | <p>Accurately use commas: brackets, dashes and commas for parentheses.</p> <p>Accurately use hyphens to join words or parts of words.</p> <p>Accurately use commas to clarify meaning.</p> <p>Accurately use semi-colons, colons and dashes as boundaries between independent clauses.</p> <p>Confidently use a colon to introduce a list.</p> <p>Punctuate bullet points consistently.</p> <p>Use the grammar I have learned and the correct terminology.</p> |
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| English Curriculum Genres to cover | | | |
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| Year 1 | Autumn | Spring | Summer |
| English | Fairy Tales Stories with Familiar Settings Contemporary stories: Stories reflecting on children's experience Labels, lists, captions Pattern and Rhyme | Stories with predictable and Patterned language Instructions Non-Chronological Report Poems on a Theme | Contemporary stories: Stories reflecting on children's experience Stories with Familiar Settings Explanations Recount Dictionary and Language work Poetry: Using the senses |
| Year 2 | Autumn | Spring | Summer |
| English | Character/setting descriptions Recount (1st person) Rhyming poetry Traditional & Fairy Tales Stories with familiar settings Instructions | Traditional & Fairy Tales Stories with familiar settings Rhyme Shape poetry Explanations Performance poetry | Reports Fantasy stories Different stories by the same author Information Texts Shape poetry and calligrams |
| Year 3 | Autumn | Spring | Summer |
| English | Stories with familiar settings Traditional tales Plays Instructions Recounts Haiku tanka kennings | Character/ Setting descriptions Fables Traditional tales Persuasive letter writing Reports Performance poetry | Different stories by the same author Plays Adventure and mystery stories Persuasive letter writing Explanation Recounts Limericks Language play |

| Year 4 | Autumn | Spring | Summer |
|---------|--|---|--|
| English | Story settings Narrative writing from different viewpoint Newspaper reports (historical and non-fiction) Persuasive texts Riddles Recount/diary | Traditional Tales Playscripts Stories which raise issues or dilemmas Recount Explanation text Performance poetry | Stories with a historical setting Stories with a theme Informational text (Non chronological report) Discussion texts Narrative poetry |

| Year 5 | Autumn | Spring | Summer |
|---------|---|--|--|
| English | Play script Description of character Information text Recount - diary Myths Setting description Cinquains | Performance poetry Recount Persuasive texts Contemporary version of a classic story based on theme and plot | Report Traditional tales and legends Instructions Explanation texts Discussion texts Spoken word – poetry rap |

| Year 6 | Autumn | Spring | Summer |
|---------|--|--|--|
| English | Stories with flashbacks Realistic fiction story Story for young children Diary writing Discursive essay Descriptions of setting Poetry Cinquains | Newspaper articles Personal experience pieces Persuasive essay Recounts Descriptions of character Perspective pieces Poetry - The Power of Imagery | Debate Monologue Scene writing Chapter book Poetry- Narrative poetry |