



***‘Learn with love, flourish with faith.’***

## **Curriculum Subject Skills Progression Framework**

### **Subject: English Writing**

	<b>EYFS</b>	<b>Year 1 and Year 2:</b>		<b>Year 3 and Year 4:</b>	<b>Year 5 and Year 6:</b>
<b><i>Transcription</i></b>	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others</p>	<p>Name the letters of the alphabet:</p> <p>Add prefixes and suffixes:</p> <p>Apply simple spelling rules</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p><u>spell by:</u></p> <p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p> <p>Learning to spell common exception words</p> <p>Learning to spell more words with contracted forms</p>	<p>Use further prefixes and suffixes and understand how to add them Spell further homophones</p> <p>Spell words that are often misspelt</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with ‘silent’ letters [for example, knight, psalm, solemn]</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus</p>

			<p>learning the possessive apostrophe (singular) [for example, the girl's book]</p> <p>distinguishing between homophones and near-homophones add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Apply spelling rules Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>		
<b>Composition</b>	<p>Participate in small groups, class and one to one discussion, offering their own ideas, using recently introduced vocabulary</p> <p>Offer explanations for why things might happen, making use of recently introduced</p>	<p><u>Write sentences by:</u></p> <p>saying out loud what they are going to write about</p> <p>composing a sentence orally before writing it</p> <p>sequencing sentences to form short narratives</p>	<p><u>Develop positive attitudes towards and stamina for writing by:</u></p> <p>writing narratives about personal experiences and those of others (real and fictional)</p> <p>writing about real events</p>	<p><u>Plan their writing by:</u></p> <p>Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Discussing and recording ideas</p> <p><u>Draft and write by:</u></p> <p>Composing and rehearsing sentences orally (including dialogue), progressively</p>	<p><u>Plan their writing by:</u></p> <p>Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>Noting and developing initial ideas, drawing on reading and research where necessary</p> <p>In writing narratives, considering how authors have developed characters and</p>

	<p>vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>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</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth</p>	<p>re-reading what they have written to check that it makes sense</p> <p>discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>writing poetry</p> <p>writing for different purposes</p> <p><u>consider what they are going to write before beginning by:</u></p> <p>Planning or saying out loud what they are going to write about</p> <p>Writing down ideas and/or key words, including new vocabulary</p> <p>Encapsulating what they want to say, sentence by sentence</p> <p>Make simple additions, revisions and corrections to their own writing by:</p> <p>Evaluating their writing with the teacher and other pupils</p> <p>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p>	<p>building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>Organising paragraphs around a theme</p> <p>In narratives, creating settings, characters and plot</p> <p>In non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p><u>Evaluate and edit by:</u> Assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p> <p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>settings in what pupils have read, listened to or seen performed</p> <p><u>Draft and write by:</u></p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>Précising longer passages</p> <p>Using a wide range of devices to build cohesion within and across paragraphs</p> <p>Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p> <p><u>Evaluate and edit by:</u></p> <p>Assessing the effectiveness of their own and others' writing</p> <p>Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the</p>
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	<p>exchanges with their teacher and peers</p> <p>Make use of props and materials when role playing characters in narratives and stories</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher</p> <p>Sing a range of well known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music</p>		<p>Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>		<p>language of speech and writing and choosing the appropriate register</p> <p>Proof-read for spelling and punctuation errors</p> <p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>
<b>Handwriting</b>	<p>Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting [for example,</p>	<p><u>Write legibly, fluently and with increasing speed by:</u></p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Choosing the writing implement that is best suited for a task</p>

	<p>Use a range of small tools, including scissors, paintbrushes and cutlery</p> <p>Write recognisable letters, most of which are correctly formed</p>	<p>correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' and to practise these.</p>	<p>needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	
<b>Punctuation</b>	<p>Begin to write short sentences/phrases with words with known letter sound correspondences using a capital letter, finger spaces and full stop</p>	<p>Spaces to separate words, introduce capital letters, full stops, question marks and explanation marks to demark sentences, capital letters for names and I</p> <p><u>Sentence</u></p> <p>Words combine to make sentences, joining words and clauses using 'and'</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demark sentences, commas to separate items in a list, apostrophes to make missing letters and singular possession in nouns</p>	<p>Introduction to inverted commas to punctuate direct speech.</p> <p>Using commas after fronted adverbials</p> <p>Indicating possession by using the possessive apostrophe with singular and plural nouns</p> <p>Using and punctuating direct speech (including punctuation within and surrounding inverted commas)</p>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p> <p>Using hyphens to avoid ambiguity</p> <p>Using semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>Using a colon to introduce a list punctuating bullet points consistently</p> <p>use of ellipsis</p>
<b>Grammar</b>	<b>Letter, capital letter, word,</b>	<b>letter, capital letter, word,</b>	<b>noun, noun phrase, statement,</b>	<b>adverb, preposition conjunction, word family, prefix, clause, subordinate</b>	<b>modal verb, relative pronoun, relative clause,</b>

	<p>sentence, finger spaces and full stop</p>	<p>singular, plural , sentence punctuation, full stop, question mark, exclamation mark</p>	<p>question, exclamation, command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma</p>	<p>clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or speech marks)</p> <p>determiner, pronoun, possessive pronoun, adverbial</p>	<p>parenthesis, bracket, dash, cohesion, ambiguity</p> <p>Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>
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