Brimscombe C of E (VA) Primary School

Writing Knowledge and Skills Progression Document

Composition						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-Say a complete sentence aloud before writing -Remember the sentence they have said aloud before writing	-Say out loud what they are going to write about -Arrange ideas in sequence -Use a simple given planning tool e.g., a story map, washing line -Produce a simple flow chart to orally describe a process	-Plan what they are going to write about -Plan to use key words and new vocabulary in writing -Use a simple given planning tool e.g., story grid -Produce a flow chart after a practical activity -Understand the audience and purpose for their writing	-Understand that it helps to look at writing similar to that which they are planning to write, to learn about its structure, vocabulary and grammar -Discuss and record ideas and vocabulary -Identify the audience and purpose for their writing -Use a simple given planning tool e.g., basic genre snippet -Make detailed notes to explain stages of a process	-In writing similar to that which they are planning to write, identify independently what can be learnt from its structure, vocabulary and grammar -When planning narratives, find, identify and draw on examples of how authors have developed characters and settings -Use a wider variety of planning tools linked to genre, e.g. post-it planning for paragraphing -Rehearse dialogue	-Plan and select the appropriate form suited to the given audience and purpose -Note and develop initial ideas, drawing on reading of other authors, and research -Decide most efficient planning tools/methods to use	-Independently identify audience and purpose while planning, deciding appropriate form and register -Independently identify compositional skills required linked to genre -When writing narratives, plan development of characters and setting to fit purpose and context
-Use clearly identifiable letters to write a word that can be read by others -Write phrases and short sentences that can be read by	-Sequence sentences -Refer to given planning to ensure sequence of ideas -Compose and rehearse a sentence orally	-Encapsulate what they want to say, sentence by sentence	-Follow their own notes and plans	-Select appropriate vocabulary from planning, understanding how choices can change and enhance meaning	-Select appropriate, grammar understanding how choices can change and enhance meaning	-Precis longer paragraphs

others, in meaningful contexts						
-Re-read sentence to check it makes sense -Listen to or state an idea to improve writing in conversation or discussion	-Re-read what they have written to check it makes sense -Read aloud their writing clearly enough to be heard by their peers and teacher -Discuss what they have written with the teacher or other pupils	-Re-read to check that verbs to indicate time are used correctly and consistently -Read aloud their writing with appropriate intonation to make their writing clear -Evaluate their writing with the teacher or other pupils and make additions, revisions or corrections -Proof read to check for simple errors in spelling, grammar and punctuation	-Proof read to check for spelling and punctuation errors -Assess the effectiveness of their own and others' writing and suggest improvements -Propose changes to grammar and vocabulary to improve consistency	-Proof read to check for spelling and punctuation errors, more than once as the writing develops -In their own and others' writing, propose changes to grammar and vocabulary to improve consistency, including the appropriate choice of pronoun	-Ensure consistent and correct use of tense -Ensure correct subject verb agreement -Proof read throughout the writing process to check for spelling and punctuation errors -In their own and others' writing, propose changes to grammar, vocabulary and punctuation to clarify meaning and enhance effect	-Proof read to check for spelling and punctuation errors, independently, and appropriate to task -In their own and others' writing, propose changes to distinguish between the language of speech and writing, choosing the appropriate register -Adapt and refine grammar and vocabulary , to enhance meaning
Word Structure and Word Class						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	-Use plurals -s -es correctly in terms of the meaning of the word -Use suffixes -ing -ed -er and -est where there is no	-Use suffixes -ness (formation of nouns), -ful, -less, -ment -Use -ly to turn adjectives in to adverbs for description	-Use noun prefixes- see spelling appendix 1 -Use a/an according to noun -Identify word families related to common words, and use in context	-Understand the difference between plural and possessive 's' -Understand the difference between standard English forms of verb	-Convert nouns or adjectives to verbs using suffixes -Use verb prefixes -Identify further differences between standard English	-Understand the difference between vocabulary for informal speech and formal speech and writing, and use in context

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	change to the root word -Use prefix un- for negation -Build compound words from known words	-Use two adjectives to describe a noun		inflections, compared to local spoken form (e.g., was/were, done/did, ain't/am not/is not, gonna/going to), and use in context	forms of verb inflections, compared to local spoken form (e.g., would have/would of, I was sitting/I was sat, I was standing/I was stood), and use in context	-Understand how words are related by meaning as synonyms and antonyms, and use in context
Phrase and Sentence Structure						
Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
-Break the flow of speech into words -Write own name, label and captions -Write short sentences with words with known sound-letter correspondences using a capital letter and full stop -Use future tense orally	-Understand how words combine to make sentences -Join words or clauses using 'and'	-Use co-ordination - but, so -Use subordination - when, if, that, because -Use noun phrases for description and specification -Identify how the grammatical pattern in a sentence indicates its function as a statement, exclamation, question or command	-Express time, place and cause, using conjunctions, adverbs or prepositions	-Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases -Use fronted adverbials	-Use relative clauses beginning with who, which, where, why, whose, that, or an omitted relative pronoun -Indicate degrees of possibility with adverbs and modal verbs	-Use passive voice to affect the presentation of information in a sentence -Show difference between formal structures and informal structures, using question tags and subjunctive form
Text Structure						
Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	-Sequence sentences to form short narratives	-Sequence a series of linked sentences to write simple, coherent narratives, about personal	-In narratives, create settings, characters and plots	-Identify structure, suitable for the given audience and purpose -In non-narrative, select	-In narratives, integrate dialogue to convey character and advance the action	-Across the full range of narratives, select methods to describe settings, characters and

		experiences and those of others (real and fictional) -Make a correct choice of simple present tense -Simple past tense -Use present progressive to mark actions in progress	-In non-narrative use simple organisational devices, such as headings and sub-headings -Use paragraphs to group related sentences -Use paragraphs to show change in place or time -Use present perfect form of verbs instead of simple past -Use past progressive to mark actions in progress	appropriate simple organisational devices -Use paragraphs to organise ideas around a theme	-Use further organisational and presentational devices to structure text and guide the reader, such as bullet points and underlining -Build cohesion within and across paragraphs using: -Conjunctions and tense choice -Build cohesion within and across paragraphs using: - adverbials of time - adverbials of place - adverbials of number	atmosphere, and integrate dialogue -Select appropriate organisational and presentational devices for effect, to structure text and guide the reader -Choose cohesive devices to build cohesion within and across paragraphs
Punctuation						
Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
-Use a capital letter at the start of a sentence -Use a full stop at the end of a sentence	-Use capital letters for names and personal pronoun I -Use capital letters for days of the week -Use question marks	-Use commas to separate items in a list -Use apostrophe for contractions -Use apostrophe for singular possession -Use exclamation marks	-Use inverted commas to punctuate direct speech -Use apostrophe for regular plural possession	-Use other punctuation to indicate direct speech -Use apostrophe for irregular plural possession -Use comma to mark fronted adverbials	-Use brackets -Use dashes -Use commas to indicate parenthesis -Use commas to clarify and avoid ambiguity	-Use semi-colon, colon and dash to mark clauses -Use colon to introduce a list -Use semicolon within lists -Use bullet points to list information

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						-Use hyphen to avoid ambiguity -Use ellipsis
Spelling						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-Segment the sounds in simple words -Link sounds to letters, naming and sounding the letters of the alphabet -Spell words by identifying sounds in them and representing the sounds with a letter or letters	-Spell words with 40+ phonemes -Spell year 1 common exception words -Spell the days of the week -Use letter names to distinguish between alternative spellings -Use rule to spell -s and -es plurals -Spell using suffix -ing -ed -er and -est where there are no changes to the root word -Write dictated sentences with sounds and words learnt	-Segment spoken words into phonemes and represent these with graphemes -Learn new ways for spelling phonemes for which one or more spellings are already known -Spell Year 2 homophones and near homophones -Spell Year 2 common exception words -Spell contracted word forms (apostrophes) -Add suffixes -ment, -ness, -ful, less, -ly -Write dictated sentences, using	-Spell using prefixes and suffixes correctly, understanding how to add them (see appendix for which in Year 3) -Spell further homophones (see appendix for which in Year 3) -Spell words that are often misspelt (see appendix for which in Year 3) -Write from memory simple dictated sentences, including Y3 taught words and punctuation	-Spell using further prefixes and suffixes correctly, understanding how to add them (see appendix for which in Year 4) -Spell further homophones (see appendix for which in Year 4) -Spell words that are often misspelt (see appendix for which in Year 4) -Write from memory simple dictated sentences, including Y4 taught words and punctuation	-Spell using further prefixes and suffixes understanding how to add them (see appendix for which in Year 5) -Distinguish between Year 5 homophones and other words that are often confused (see appendix for Year 5 content) -Independently draw on roots, stems, prefixes and suffixes to spell, and know some words need to be learnt specifically	-Spell using further prefixes and suffixes understanding how to add them (see appendix for which in Year 6) -Distinguish between Year 6 homophones and other words that are often confused (see appendix for Year 6 content) -Spell words with silent letters -Use knowledge of a word's origin to support spelling e.g. Greek aer (air), Greek -logia (ology - study of), Latin insul (island)

		GPCs, words and punctuation learnt				
Dictionary Use						
Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
-Use alphabet songs linked to an alphabet chart -Order letter cards alphabetically	-Name the letters of the alphabet in order -Order word cards with the same first sound alphabetically -Use first illustrated dictionaries, available in class	-Use first letter to find words in a first dictionary	-Use first two letters to find words in a junior dictionary -Begin to use a junior thesaurus	-Use first three letters to find words in a junior dictionary -Use a junior thesaurus	-Use first four letters to find words in a standard dictionary -Use a thesaurus	-Use a standard dictionary to check the spelling and meaning of words
Handwriting						
Reception	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
-Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor -Hold a pencil in tripod grip in preparation for fluent writing -Use a range of small tools, including scissors, paint brushes and cutlery -Show accuracy and care when drawing	-Sit correctly at a table, hold a pencil using a tripod grip -Form all lower-case letters using print or in line with the school's handwriting progression -Form all capital letters -Form digits 0-9 -Know which letters belong to which handwriting families	-Form lower-case letters of the correct size relative to one another -Use the diagonal and horizontal strokes needed to join letters -Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	-Use the diagonal and horizontal strokes that are needed to join letters, consistently -Increase the legibility, consistency of their handwriting	-Ensure downstrokes of letters are parallel, and that lines of writing are spaced sufficiently so that ascenders and descenders do not touch -Understand which letters, when adjacent to one another, are best left un-joined	-Increase speed when writing legibly and fluently -Decide whether to join specific letters or not	-Choose which shape of letter to use when given choices

-Form lower case letters correctly using print or in line with the school's handwriting progression -Develop the foundations of a handwriting style which is fast, accurate and efficient -Separate words with spaces		-Use spacing between words that reflects the size of the letters -Write digits of the correct size and orientation				

Terminology

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
capital letter full stop sentence finger spaces	singular plural punctuation question mark exclamation mark tense -regular -irregular -simile - 'like' -verb -phrase	noun noun phrase statement question exclamation command compound suffix adjective adverb verb past tense present tense present progressive past progressive coordinating conjunction main clause	preposition conjunction word family prefix (main) clause subordinate clause direct speech inverted commas (speech marks) consonant vowel paragraph present perfect heading sub-heading	determiner pronoun possessive pronoun adverbial reporting clause formal informal expanded noun phrase	modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity rhetorical question (cohesive device)	subject object active passive synonym antonym ellipsis hyphen colon semi-colon bullet points (independent clause) (dependent clause) subjunctive