# Writing

# Skills Overview

| Year Group Progression | Guidance Areas | Composition | | Transcription | |
|---|---|---|---|---|---|
| | | **Vocabulary, grammar and punctuation** | **Composition** | **Spelling** | **Handwriting** |
| **Year 1** | **Key skills** | Say, and hold in memory whilst writing, simple sentences which make sense<br> Write simple sentences that can be read by themselves and others<br> Separate words with finger spaces<br> Punctuate simple sentences with capital letters and full stops<br> Use capital letter for the personal pronoun I<br> Use capital letters for names of people, places and days of the week<br> Identify and use question marks and exclamation marks<br> Use simple connectives to link ideas e.g. and<br> Pluralise nouns using 's' and 'es' e.g. dog, dogs; wish, wishes<br> Add suffixes to verbs where no spelling change is needed to the root word e.g. helping, helped, helper<br> Add the prefix 'un' to verbs and adjectives to change the meaning e.g. untie, unkind | Orally compose every sentence before writing<br> Re-read every sentence to check it makes sense<br> Orally plan and rehearse ideas<br> Sequence ideas/events in order<br> Use formulaic phrases to open and close texts<br> Use familiar plots for structuring the opening, middle and end of their stories<br> Write in different forms with simple text type features e.g. instructions, narratives, recounts, poems, information texts<br> Discuss their writing with adults and peers<br> Read aloud their writing to adults and peers | See also Sounds-Write progression<br> Name the letters of the alphabet<br> Use letter names to distinguish between alternative spellings of the same sound<br> Spell words containing each of the phonemes already taught<br> Be able to encode the sounds they hear in words<br> Be able to read back words they have spelt<br> Use their phonic knowledge when spelling unfamiliar words (i.e. produce phonically plausible spellings)<br> Spell common exception words<br> Spell the days of the week<br> Use the spelling rule for adding – s or –es (i.e. when the word has a /ɪz/ sound)<br> Use the prefix un– for words without any change to the spelling of the root word<br> Use suffixes –ing, –ed, –er and – est where no change is needed in the spelling of root words<br> Write from memory simple sentences dictated by the teacher that include spelling taught. | Hold a pencil with an effective grip<br> Form lower-case letters correctly – starting and finishing in the right place, going the right way round, correctly oriented<br> Have clear ascenders ('tall letters') and descenders ('tails')<br> Form capital letters correctly |

# Writing

# Skills Overview

| Year Group Progression | Guidance Areas | Composition | | Transcription | |
|---|---|---|---|---|---|
| | | **Vocabulary, grammar and punctuation** | **Composition** | **Spelling** | **Handwriting** |
| **Year 2** | **Key skills** | As above and:<br>□ Say, write and punctuate simple and compound sentences using the connectives and, but and or<br>□ Use sentences with different forms: statement, question, command, exclamation<br>□ Use commas to separate items in a list<br>□ Use apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, I'll<br>□ Use subordination for time: while, as, before, after<br>□ Use subordination for reason<br>□ Select, generate and effectively use verbs<br>□ Use past tense for narrative, recount (e.g. diary, newspaper report, biography) and historical reports<br>□ Use present tense for nonchronological reports and persuasive adverts<br>Select, generate and effectively<br>use nouns<br>□ Add suffixes ness and er to create nouns e.g. happiness, sadness, teacher, baker<br>□ Select, generate and effectively use adjectives<br>□ Add suffixes ful or less to create adjectives e.g. playful, careful, careless<br>□ Use suffixes er and est to create adjectives e.g. faster, fastest,<br>□ Use suffix ly to turn adjectives into adverbs e.g. slowly, gently, carefully | As above and:<br>□ Plan and discuss what to write about e.g. story mapping, collecting new vocabulary, key words and ideas<br>□ Use specific text type features to write for a range of audiences and purposes e.g. to instruct, inform, entertain, explain, discuss, persuade<br>□ Write about real and fictional events<br>□ Write simple poems based on models<br>□ Edit and improve their own writing in relation to audience and purpose<br>□ Evaluate their writing with adults and peers<br>□ Proofread to check for errors in spelling, grammar and punctuation<br>□ Read aloud their writing with intonation to make the meaning clear | As above and:<br>□ Segment spoken words into phonemes and represent these by graphemes, spelling many correctly<br>□ Learn new ways of spelling phonemes for which one or more spellings are already known<br>□ Learn some words with each spelling, including a few common homophones<br>□ Learn to spell common exception words<br>□ Learn to spell more words with contracted forms<br>□ Distinguish between homophones and near homophone<br>□ Add suffixes ness and er to create nouns e.g. happiness, sadness, teacher, baker<br>□ Select, generate and effectively use adjectives.<br>□ Add suffixes ful or less to create adjectives e.g. playful, hopeless<br>□ Use suffixes er and est to create adjectives e.g. faster, fastest,<br>□ Use suffix ly to turn adjectives into adverbs e.g. slowly, gently, carefully<br>Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far | As above and:<br>□ form lower-case letters of the correct size relative to one another<br>□ use upper case letters appropriately e.g. not always writing A as a capital, not using capitals within words<br>□ write upper case letters of the correct size relative to lower case letters<br>□ start using some of the diagonal and horizontal strokes needed to join letters |

# Writing

# Skills Overview

| Year Group Progression | Guidance Areas | Composition | | Transcription | |
|---|---|---|---|---|---|
| | | **Vocabulary, grammar and punctuation** | **Composition** | **Spelling** | **Handwriting** |
| **Year 3** | **Key skills** | As above and:<br>□ Explore and identify main and subordinate clauses in complex sentences<br>□ Explore, identify and create complex sentences using a range of conjunctions e.g. if, while, since, after, before, so, although, until, in case<br>□ Identify, select, generate and effectively use prepositions for where e.g. above, below, beneath, within, outside,<br>□ Select, generate and effectively use adverbs e.g. suddenly, silently,<br>□ Use inverted commas to punctuate direct speech<br>□ Use perfect form of verbs using have and had to indicate a completed action e.g. I have washed my hands. We will have eaten our lunch by the time Dad arrives.<br>□ Use the determiner a or an according to whether the next word begins with a consonant or vowel e.g. a rock, an open<br>□ Explore and collect words with prefixes super, anti, auto | As above and:<br>**Plan their writing by:**<br>□ Reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions<br>□ Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing<br>□ Discussing and recording ideas for planning<br>□ Creating and developing settings for narratives<br>□ Creating and developing characters for narrative<br>□ Creating and developing plots based on a model<br>□ Generating and selecting from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type<br>□ Grouping related material into paragraphs<br>□ Using headings and sub headings to organise information<br>**Evaluate, and edit by:**<br>□ Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing<br>□ Discussing and proposing changes with partners and in small groups<br>□ Improving writing in the light of evaluation<br>**Perform their own compositions by:**<br>□ Using appropriate intonation, tone and volume to present their writing to a group or class | As above and:<br>□ Use further prefixes and suffixes and understand how to add them<br>□ Spell further homophones<br>□ Spell words that are often misspelt<br>□ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.<br>□ Learn to spell new words correctly and have plenty of practice in spelling them.<br>□ Understand how to place the apostrophe in words with regular plurals (e.g. girls', boys')<br>□ Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology | As above and:<br>□ Form and use the four basic handwriting joins<br>□ Write legibly |

# Writing

# Skills Overview

| Year Group Progression | Guidance Areas | Composition | | Transcription | |
|---|---|---|---|---|---|
| | | **Vocabulary, grammar and punctuation** | **Composition** | **Spelling** | **Handwriting** |
| **Year 4** | **Key skills** | As above and:<br>□ Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain.<br>□ Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action.<br>□ Create sentences with fronted adverbials for where e.g. In the distance, a lone wolf howled.<br>□ Use commas to mark clauses in complex sentences<br>□ Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock."<br>□ Identify, select and effectively use pronouns<br>□ Explore, identify, collect and use noun phrases e.g. The crumbly cookie with tasty marshmallow pieces melted in my mouth.<br>□ Explore, identify and use Standard English verb inflections for writing<br>e.g. We were instead of we was.<br>Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones | As above and:<br>**Plan their writing by:**<br>□ Reading and analysing narrative, non-fiction and poetry in order to plan and write their own versions<br>□ Identifying and discussing the purpose, audience, language and structures of narrative, non-fiction and poetry for writing<br>□ Discussing and recording ideas for planning e.g. story mountain, story map, text map, non-fiction bridge, story board, boxing-up text types to create a plan<br>**Draft and write by:**<br>□ Developing settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense<br>□ Planning and writing an opening paragraph which combines the introduction of a setting and character/s<br>□ Organising paragraphs in narrative and non-fiction<br>□ Linking ideas within paragraphs e.g. fronted adverbials for when and where<br>Generating and selecting from vocabulary banks e.g. powerful adverbs, adverbial phrases, technical language, persuasive phrases, alliteration appropriate to text type<br>**Evaluate and edit by:**<br>□ Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing<br>□ Discussing and proposing changes with partners and in small groups<br>□ Improving writing in light of evaluation<br>Perform own compositions for different audiences<br>□ Use appropriate intonation, tone and volume to present their writing to a range of audiences. | As above and:<br>□ Use further prefixes and suffixes and understand how to add them<br>□ Spell further homophones<br>□ Spell words that are often misspelt<br>□ Use the first three letters of a word to check its spelling in a dictionary<br>□ Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.<br>□ Learn to spell new words correctly and have plenty of practice in spelling them.<br>□ Understand how to place the apostrophe in words with irregular plurals (e.g. children's).<br>□ Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling | As above and:<br>□ Write with consistency in size and proportion of letters, e.g. 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 |

# Writing

# Skills Overview

| Year Group Progression | Guidance Areas | Composition | | Transcription | |
|---|---|---|---|---|---|
| | | **Vocabulary, grammar and punctuation** | **Composition** | **Spelling** | **Handwriting** |
| **Year 5** | **Key skills** | As above and:<br>□ Create complex sentences by using relative clauses with pronouns who, which, where, whose, when, that<br>□ Create and punctuate complex sentences using ed openers<br>□ Create and punctuate complex sentences using ing openers<br>□ Create and punctuate complex sentences using simile starters<br>□ Demarcate complex sentences using commas and explore ambiguity of meaning<br>□ Explore, collect and use modal verbs to indicate degrees of possibility e.g. might, could, shall, will, must<br>□ Use devices to build cohesion within a paragraph e.g. firstly, then, presently, subsequently<br>□ Link ideas across paragraphs using adverbials for time, place and numbers<br>□ Identify and use brackets and dashes<br>□ Use suffixes –ate, -ise, -ify to convert nouns and adjectives into verbs<br>□ Investigate verb prefixes e.g. dis-, re-, pre-, mis-, over- | As above and:<br>**Plan their writing by:**<br>□ Identifying the audience and purpose<br>□ Selecting the appropriate language and structures<br>□ Using similar writing models<br>□ Noting and developing ideas<br>□ Drawing on reading and research<br>□ Thinking how authors develop characters and settings (in books, films and performances)<br>□ Draft and write by:<br>□ Selecting appropriate grammar and vocabulary<br>□ Blending action, dialogue and description within and across paragraphs<br>□ Using devices to build cohesion (see VGP column)<br>□ Using organisation and presentational devices e.g. headings, sub headings, bullet points, diagrams, text boxes<br>**Evaluate and edit by:**<br>□ Assessing the effectiveness of own and others' writing in relation to audience and purpose<br>□ Suggesting changes to grammar, vocabulary and punctuation to enhance effects and clarify meaning<br>□ Ensuring consistent and correct use of tense throughout a piece of writing<br>□ Ensuring consistent subject and verb agreement<br>□ Proofreading for spelling and punctuation errors<br>□ Perform own compositions for different audiences:<br>□ Using appropriate intonation and volume<br>□ Ensuring meaning is clear | As above and:<br>□ Spell words that they have not yet been taught by using what they have learnt about how spelling works in English.<br>□ Use further prefixes and suffixes and understand the guidelines for adding them<br>□ Spell some words with 'silent' ietters, e.g. knight, psalm, solemn<br>□ Continue to distinguish between homophones and other words which are often confused<br>□ Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically<br>□ Use dictionaries to check the spelling and meaning of words<br>□ Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary<br>□ Use a thesaurus<br>□ Use suffixes –ate, -ise, -ify to convert nouns and adjectives into verbs<br>□ Investigate verb prefixes e.g. dis-, re-, pre-, mis-, over | As above and:<br>□ Write fluently<br>□ Choose when it is appropriate to print or join writing e.g. printing for labelling a scientific diagram |

# Writing

# Skills Overview

| | | | | | |
|---|---|---|---|---|---|
| **Year 6** | **Key skills** | As above and:<br>□ Manipulate sentences to create particular effects<br>□ Use devices to build cohesion between paragraphs in persuasive, discursive and explanatory texts e.g. on the other hand, the opposing view, similarly, in contrast, although, additionally, another possibility, alternatively, as a consequence<br>□ Use devices to build cohesion between paragraphs in narrative e.g. in the meantime, meanwhile, in due course, until then<br>□ Use ellipsis to link ideas between paragraphs<br>□ Identify and use colons to introduce a list<br>□ Identify and use semi-colons to mark the boundary between independent clauses e.g. It is raining; I am fed up.<br>□ Investigate and collect a range of synonyms and antonyms e.g. mischievous, wicked, evil, impish, spiteful, well-behaved<br>□ Explore how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark<br>□ Explore and collect vocabulary typical of formal and informal speech and writing e.g. find out – discover, ask for - request,<br>□ Identify the subject and object of a sentence<br>□ Explore and investigate active and passive e.g. I broke the window in the greenhouse versus the window in the greenhouse was broken | As above and:<br>Plan their writing by:<br>□ Identifying audience and purpose<br>□ Choose appropriate text-form and type for all writing<br>□ Selecting the appropriate language and structures<br>□ Drawing on similar writing models, reading and research<br>□ Using a range of planning approaches e.g. storyboard, story mountain, discussion group, post-it notes, ICT story planning<br>**Draft and write by:**<br>□ Selecting appropriate vocabulary and language effects, appropriate to task, audience and purpose, for precision and impact<br>□ Introducing and developing characters through blending action, dialogue and description within sentences and paragraphs<br>□ Using devices to build cohesion<br>□ Deviating narrative from linear or chronological sequence e.g. flashbacks, simultaneous actions, time-shifts<br>Evaluating, selecting and using a range of organisation and presentational devices for different purposes and audiences<br>□ Finding examples of where authors have broken conventions to achieve specific effects and using similar techniques in own writing – e.g. repeated use of 'and' to convey tedium, one word sentence.<br>□ Make conscious choices about techniques to engage the reader including appropriate tone and style e.g. rhetorical questions, direct address to the reader<br>□ Use active and passive voice to achieve intended effects e.g. in formal reports, explanations and mystery narrative<br>**Evaluate and edit by:**<br>□ Reflecting upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning<br>□ Proofreading for grammatical, spelling and punctuation errors<br>Evaluate and improve performances of compositions focusing on:<br>□ Intonation and volume<br>□ Gesture and movement<br>□ Audience engagement | As above and:<br>□ Be secure with all spelling rules previously taught<br>□ Write increasingly confidently, accurately and fluently, spelling with automaticity<br>□ Use a number of different strategies interactively in order to spell correctly<br>□ Develop self-checking and proof-checking strategies<br>□ Use independent spelling strategies for spelling unfamiliar words | As above and:<br>□ Write with increasing speed |

# Writing

## Skills Overview