



Ruardean C of E Primary School

Love of learning – Love of life – Love of one another

Writing Skills Progression

EYFS – Year 6

V2- 15-3-23

EYFS				
	AUTUMN	SPRING	SUMMER	EARLY LEARNING GOALS
PD – Fine Motor	<ul style="list-style-type: none">• Use one-handed tools and equipment e.g. snipping with scissors• Experiment using different mark-making tools• Use fingers and tools to make and follow lines, circles, loops, marks• Use different materials and tools to pinch, press, push, roll, squash, stretch	<ul style="list-style-type: none">• Begin to use a dominant hand• Show greater control and an appropriate grip when using mark making tools• Be increasingly independent when getting dressed / undressed e.g. coats and zips	<ul style="list-style-type: none">• Use a comfortable grip with good control when using pencils or pens• Draw a picture showing control and clarity of shapes and lines• Further develop fine motor skills so a range of tools can be used with control, safely and competently.	<p>ELG: Fine Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none">- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;- Use a range of small tools, including scissors, paint brushes and cutlery;- Begin to show accuracy and care when drawing.
Lit - Writing	<ul style="list-style-type: none">• Make controlled marks to represent “words”• With support, begin to form familiar letters correctly• Use some print and word knowledge in early writing e.g. “shopping list” that shows marks starting at the top of the page and moving down, m for mummy	<ul style="list-style-type: none">• Use initial letter – sound correspondence to represent a word• Write some known letters clearly and largely correctly• Find and write some common exception words• Begin to hear and write using phonic knowledge• Use print and word knowledge in independent writing e.g. “shopping list”	<ul style="list-style-type: none">• Spell words by identifying the sounds and then writing the sounds• Write short sentences with words using known letter-sound correspondence• Form lower case letters correctly• Be aware of upper case letters• Re-read what they have written to check that it makes sense	<p>ELG: Writing Children at the expected level of development will:</p> <ul style="list-style-type: none">- Write recognisable letters, most of which are correctly formed;- Spell words by identifying sounds in them and representing the sounds with a letter or letters;- Write simple phrases and sentences that can be read by others.

		Y1	Y2	Y3	Y4	Y5	Y6
TRANSCRIPTION	Phonic & Whole word spelling	<ul style="list-style-type: none"> spell words containing each of the 40+ phonemes taught spell common exception words spell the days of the week name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound 	<ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words distinguishing between homophones and near-homophones 	<ul style="list-style-type: none"> spell further homophones spell words that are often misspelt (Appendix 1) 		<ul style="list-style-type: none"> spell some words with 'silent' letters continue to distinguish between homophones and other words which are often confused use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 	
	Other word building spelling	<ul style="list-style-type: none"> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs using the prefix un– using –ing, –ed, –er and –est where no change is needed in the spelling of root words apply simple spelling rules and guidance from Appendix 1 	<ul style="list-style-type: none"> learning the possessive apostrophe (singular) learning to spell more words with contracted forms add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly apply spelling rules and guidelines from Appendix 1 	<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals use the first 2 or 3 letters of a word to check its spelling in a dictionary 		<ul style="list-style-type: none"> use further prefixes and suffixes and understand the guidance for adding them use dictionaries to check the spelling and meaning of words use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	
	Dictation	<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	<ul style="list-style-type: none"> write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. 	<ul style="list-style-type: none"> write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 			
	Handwriting	<ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' and to practise these 	<ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> 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 increase the legibility, consistency and quality of their handwriting 		<ul style="list-style-type: none"> choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task 	

		Y1	Y2	Y3	Y4	Y5	Y6
COMPOSITION	Contexts for Writing		<ul style="list-style-type: none">• writing narratives about personal experiences and those of others (real and fictional)• writing about real events• writing poetry• writing for different purposes	<ul style="list-style-type: none">• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar		<ul style="list-style-type: none">• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own• in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	
	Planning Writing	<ul style="list-style-type: none">• saying out loud what they are going to write about• composing a sentence orally before writing it	<ul style="list-style-type: none">• planning or saying out loud what they are going to write about	<ul style="list-style-type: none">• discussing and recording ideas• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures		<ul style="list-style-type: none">• noting and developing initial ideas, drawing on reading and research where necessary	
	Drafting Writing	<ul style="list-style-type: none">• sequencing sentences to form short narratives• re-reading what they have written to check that it makes sense	<ul style="list-style-type: none">• writing down ideas and/or key words, including new vocabulary• encapsulating what they want to say, sentence by sentence	<ul style="list-style-type: none">• organising paragraphs around a theme• in narratives, creating settings, characters and plot• in non-narrative material, using simple organisational devices (headings & subheadings)		<ul style="list-style-type: none">• selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action• précising longer passages• using a wide range of devices to build cohesion within and across paragraphs• using further organisational and presentational devices to structure text and to guide the reader	
	Editing Writing	<ul style="list-style-type: none">• discuss what they have written with the teacher or other pupils	<ul style="list-style-type: none">• evaluating their writing with the teacher and other pupils• rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form• proofreading to check for errors in spelling, grammar and punctuation	<ul style="list-style-type: none">• assessing the effectiveness of their own and others' writing and suggesting improvements• proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences• proofread for spelling and punctuation errors		<ul style="list-style-type: none">• assessing the effectiveness of their own and others' writing• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning• ensuring the consistent and correct use of tense throughout a piece of writing• ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register• proofread for spelling and punctuation errors	
	Performing Writing	<ul style="list-style-type: none">• read their writing aloud clearly enough to be heard by their peers and the teacher.	<ul style="list-style-type: none">• read aloud what they have written with appropriate intonation to make the meaning clear	<ul style="list-style-type: none">• read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.		<ul style="list-style-type: none">• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	

		Y1	Y2	Y3	Y4	Y5	Y6
VOCABULARY, GRAMMAR AND PUNCTUATION	Vocabulary	<ul style="list-style-type: none"> joining words using "and" 	<ul style="list-style-type: none"> expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause (and place) 		<ul style="list-style-type: none"> use a thesaurus using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility 	
	Grammar (edited to reflect content in Appendix 2)	<ul style="list-style-type: none"> regular plural noun suffixes (-s, -es) verb suffixes where root word is unchanged (-ing, -ed, -er) un- prefix to change meaning of adjectives/adverbs how words combine to make sentences joining words and joining clauses using "and" Sequencing sentences to form short narratives 	<ul style="list-style-type: none"> formation of nouns using suffixes (-er, -ness) and by compounding [superman] formation of adjectives using suffixes [-ful, -less] use of suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs subordination (using when, if, that, or because) and co-ordination (using or, and, or but) sentences with different forms: statement, question, exclamation, command the present and past tenses correctly and consistently use of the progressive form of verbs in the present and past tense to mark actions in progress <i>[she is drumming, he was shouting]</i> 	<ul style="list-style-type: none"> formation of nouns using prefixes (super-, anti-) use the correct form of 'a' or 'an' word families based on common words (solve, solution, dissolve, insoluble) Expressing time, place and cause using conjunctions, adverbs or prepositions. Introduction to paragraphs as a way to group related material. Headings and sub-headings to aid presentation using the present perfect form of verbs in contrast to the past tense 	<ul style="list-style-type: none"> difference between plural and possessive -s Standard English verb inflections (I did vs I done) noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. using fronted adverbials Use of paragraphs to organise ideas around a theme appropriate choice of pronoun or noun to create cohesion 	<ul style="list-style-type: none"> using the perfect form of verbs to mark relationships of time and cause using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun converting nouns or adjectives into verbs verb prefixes devices to build cohesion, including adverbials of time, place and number 	<ul style="list-style-type: none"> recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of information in a sentence using the perfect form of verbs to mark relationships of time and cause differences in informal and formal language synonyms & Antonyms further cohesive devices such as grammatical connections and adverbials use of ellipsis
	Punctuation (edited to reflect content in Appendix 2)	<ul style="list-style-type: none"> separation of words with spaces introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences. using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. commas to separate items in lists apostrophes for omission & singular possession 	<ul style="list-style-type: none"> Introduction to inverted commas to punctuate direct speech. 	<ul style="list-style-type: none"> use of inverted commas and other punctuation to indicate direct speech. indicating possession by using the possessive apostrophe with singular and plural nouns using commas after fronted adverbials 	<ul style="list-style-type: none"> using commas to clarify meaning or avoid ambiguity in writing using brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> using hyphens to avoid ambiguity using semicolons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently

	Grammatical Terminology	letter, capital letter, word, singular, plural , sentence punctuation, full stop, question mark, exclamation mark	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas	determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points
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