



Sutton on the Forest CE Primary School

Whole School Progression of Skills in Writing

	Year 1 & 2	Year 3 & 4	Year 5 & 6
Transcription	- Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. - Learn new ways of spelling phonemes for which one or more spellings are already known. - Learn some words with each spelling, including a few common homophones. - Learn to spell common exception words - Learning to spell more words with contracted forms. - Learning the possessive apostrophe (singular) [for example, the girl's book]. - Distinguish between homophones and near-homophones. - Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly. - Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words	- Use further prefixes and suffixes and understand how to add them (English Appendix 1) - Spell further homophones spell words that are often misspelt (English Appendix 1) - Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] - Use the first two or three letters of a word to check its spelling in a dictionary. - Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	- use further prefixes and suffixes and understand the guidance for adding them spell some words with 'silent' letters [for example, knight, psalm, solemn] - 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. - use dictionaries to check the spelling and meaning of words use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary use a thesaurus.

	and punctuation taught so far.		
Handwriting	• 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. • 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.	• Use the diagonal and horizontal strokes that are needed to join letters. • Understand which letters, when adjacent to one another, are best left unjoined. • Increase the legibility, consistency and quality of their handwriting [for example, 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].	• write legibly, fluently and with increasing speed by 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.
Planning, drafting and editing writing	• Develop positive attitudes towards and stamina for writing by. • Write narratives about personal experiences and those of others (real and fictional). • Write about real events, poetry and write for different purposes. • Plan or say out loud what they are going to write about. • Writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence. • Make simple additions, revisions and corrections to their own writing. • Evaluate their writing with the	• Discussing writing similar to that which they are planning to write, in order to understand and learn from its structure, vocabulary and grammar, 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 . • Organising paragraphs around a theme. • In narratives, creating settings, characters and plot • In non-narrative material, using simple organisational devices [for example, headings and sub-headings]. • Evaluate and edit by: assessing the effectiveness of their own and others' writing	• identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

	teacher and other pupils. • Re-read to check that their writing makes sense. • verbs to indicate time are used correctly and consistently, including verbs in the continuous form proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear.	and suggesting improvements. • Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • Proof-read for spelling and punctuation errors. • 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.	• in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • using a wide range of devices to build cohesion within and across paragraphs e.g., pronoun and adverbials. • using further organisational such as headings, bullet points, underlining to guide the reader. • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • proof-read for spelling and punctuation errors • ensuring the consistent and correct use of tense throughout a piece of writing
Vocabulary and grammar	• Learn how to use sentences with different forms - statement, question, exclamation, command. • Use expanded noun phrases to describe and specify. • Use the present and past tenses correctly and consistently including the progressive form. • Use subordination - when, if, that, or because). • Use co-ordination - or, and, but. • Use some features of written	• Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. • Using the present perfect form of verbs in contrast to the past tense. • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. • Using conjunctions, adverbs and prepositions to express time and cause. • Using fronted adverbials	• 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 • using expanded noun phrases to convey complicated information concisely

	Standard English.		• using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. • using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis
Punctuation	• Learn how to use both familiar and new punctuation correctly. • Use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive.	• Use commas after fronted adverbials. • Indicate possession by using the possessive apostrophe with plural nouns. • Using and punctuating direct speech.	• using hyphens to avoid ambiguity • using a colon to introduce a list • punctuating bullet points consistently • using semi-colons, colons or dashes to mark boundaries between independent clauses
Grammatical terminology	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark, noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma.	Adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks').	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity, subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points.