

Progression of Skills in Writing at Bailey Green

| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Vocabulary and Grammar | Exposure to a wide range of language opportunities to develop vocabulary in play, child-led and adult-led activities. | Recall and define specialised vocabulary. Use story language in role play. Extend verbal sentences using conjunctions. | Be able to join words and clauses using the conjunction and. Form plural noun suffixes using a range of suffixes eg; -s or -es (dogs, wishes) Use suffixes that can be added to verbs where no change is needed in the root word eg; helping, helped, helper Use the prefix 'un' (undo, unkind) | Use subordinating conjunctions (when, if that, because) and co-ordinating conjunctions (or, and, but). Use expanded noun phrases Eg; the blue butterfly, plain flour. Be able to write a variety of different sentence types – statement, command, question, exclamation. Form nouns using a range of suffixes eg; ness and er (brightness, hiker) Form adjectives using suffixes such as ful, less, er, est eg; grateful, hopeless, bigger, lightest | Begin to extend sentences by adding in clauses and using a wider range of conjunctions. Use the determiners a or an correctly according to whether the next word begins with consonant or vowel. Express time, place and cause using conjunctions (when, before, after, while, so). Express time, place and cause using adverbs (then, next, soon, therefore). Express time, place and cause using prepositions (in, before, after, because of, during). Form new nouns using a range of prefixes e.g. natural + super = supernatural. Learn the grammar for Y3 and Y4 in Appendix 2. | Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although. Use the present perfect form of verbs in contrast to the past tense eg; She has downloaded some music/ She downloaded some music. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Use fronted adverbials. Use conjunctions, adverbs and prepositions to express time and cause. Use further prefixes and suffixes and understand how to add them (Appendix 1). Continue to learn the grammar for Y3 and Y4 in Appendix 2. | Recognise vocabulary and structures for formal and informal speech and writing. Use relative clauses beginning with who, which, where, when, whose, that or with. Use modal verbs or adverbs to indicate degrees of possibility e.g. This ride may be scary. Convert nouns or adjectives into verbs using suffixes or prefixes Learn, understand and use the grammatical terminology for Y5 and Y6 in English Appendix 2 accurately and appropriately in discussing their writing. Recognise how words are related by meaning as synonyms and antonyms. Use of the passive to affect the presentation of information in a sentence e.g. I broke the window/The window was broken by me. | Recognise vocabulary and structures for formal and informal speech and writing, including the subjunctive verb form. e.g. The school rules demean that pupils not enter the gym at lunchtime Use expanded noun phrases to convey complicated information concisely. Use the perfect form of verbs to mark relationships of time and cause e.g. I had eaten lunch when you came. Learn, understand and use the grammatical terminology for Y5 and Y6 in English Appendix 2 accurately and appropriately in discussing their writing. Recognise how words are related by meaning as synonyms and antonyms. Use of the passive to affect the presentation of information in a sentence e.g. I broke the window/The window was broken by me. |

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| Spelling and Punctuation | | <p>Spell words by identifying the sounds and then writing the sounds with letter/s.</p> <p>Spell some common exception words correctly.</p> <p>Know that a caption begins with a capital letter and ends with a full stop.</p> | <p>Introduce capital letters, full stops, question marks and exclamation marks.</p> <p>Use capital letters for names of people, days of the week and the personal pronoun 'I'.</p> <p>Revise and spell Reception spelling programme (40+ phonemes already taught).</p> <p>Spell common exception words – said, were etc (see guidance)</p> <p>Spell the days of the week.</p> <p>Name the letters of the alphabet in order.</p> | <p>Segment words into phonemes, representing these by graphemes, spelling many correctly.</p> <p>Be able to spell the contracted form (don't, we'll)</p> <p>Distinguish between homophones (there/their, hear/here, see/sea) see appendix 1 for complete list.</p> <p>Use the apostrophe for possession.</p> <p>Use capital letters, full stops, question marks and exclamation marks.</p> <p>Use commas for lists.</p> <p>Apply phonic spelling rules learnt from Y2 NC spelling statutory guidance.</p> <p>Spell common exception words eg; because, door plant (see guidance)</p> | <p>Form new nouns using a range of prefixes e.g. natural + super = supernatural.</p> <p>Identify and use word families showing how words are related e.g. solve, dissolve, solution.</p> <p>Introduce and spell words from the Y3/Y4 word list.</p> <p>Introduce inverted commas to punctuate direct speech.</p> | <p>Spell homophones correctly.</p> <p>Spell most words from the Y3/Y4 word list.</p> <p>Use inverted commas and other punctuation for direct speech.</p> <p>Use apostrophes to mark plural possession e.g. The girls' name.</p> <p>Use commas after fronted adverbials e.g. Later that day,</p> | <p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Spell some words with silent letters (knight, psalm etc).</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Use knowledge of morphology and etymology in spelling as outlined for Y5 in appendix 1.</p> <p>Use a dictionary to check the spelling and meaning of words.</p> <p>Use a thesaurus.</p> <p>Brackets, dashes or commas to indicate parenthesis.</p> <p>Use of commas to clarify meaning or avoid ambiguity.</p> <p>Use of colon to introduce a list.</p> | <p>Use knowledge of morphology and etymology in spelling as outlined for Y6 in appendix 1.</p> <p>Use a dictionary to check the spelling and meaning of words.</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Correct use of semi colons, dashes, colons to mark boundaries between independent clauses.</p> <p>Punctuating bullet points consistently.</p> <p>Use hyphens to avoid ambiguity.</p> |
| Planning Drafting and Writing | <p>Use some of their print and letter knowledge in their early writing, for example, writing a pretend shopping list that starts at the top of the page or write 'm' for mummy.</p> <p>Write some or all of their name.</p> | <p>Write short sentences with words with known letter sound correspondences, using capital letter and a full stop.</p> | <p>Say out loud what they are going to write.</p> <p>Compose a sentence orally before writing it.</p> <p>Write from memory simple sentences dictated by the teacher that include learnt phonemes and common exception words.</p> <p>Sequence sentences to form a short narrative.</p> | <p>Plan or say out loud what they are going to write.</p> <p>Write down key words and/or ideas, including new words.</p> <p>Encapsulate what they want to say, sentence by sentence.</p> | <p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discuss and record ideas.</p> <p>Compose and rehearse sentences orally.</p> <p>Build in a progressively varied and rich vocabulary, and an increasing range of sentence structures.</p> <p>Introduce</p> | <p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Discuss and record ideas.</p> <p>Compose and rehearse sentences orally.</p> <p>Build in a progressively varied and rich vocabulary, and an increasing range of sentence structures.</p> <p>Organise</p> | <p>In writing narratives, consider how authors have developed characters & setting in what pupils have read, listened to or seen performed e.g. flashbacks.</p> <p>Identify the audience for & purpose of writing, selecting form & using other similar writing as models for their own.</p> <p>Note and develop initial ideas, drawing on reading and research where necessary.</p> | <p>In writing narratives, consider how authors have developed characters & setting in what pupils have read, listened to or seen performed e.g. flashbacks.</p> <p>Identify the audience for & purpose of writing, selecting form & using other similar writing as models for their own.</p> <p>Note and develop initial ideas, drawing on reading and research where necessary.</p> |

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| | | | | | <p>paragraphs as a way to group related material. In narrative, create settings, character and plot. Use headings and sub-headings to aid presentation.</p> | <p>paragraphs around a theme. In narrative, create settings, character and plot. In non-narrative, use simple organisational devices e.g. headings and sub-headings.</p> | <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narrative, describe settings, characters and atmosphere, and integrate dialogue effectively to convey character. Use a wide range of devices to build cohesion within a paragraph e.g. then, after that, firstly. Link ideas across paragraphs using adverbials of time, place, number or tense e.g. later, nearby, secondly.</p> | <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narrative, describe settings, characters and atmosphere, and integrate dialogue effectively to convey character and advance action. Précis longer passages. Use a wider range of cohesive devices to link ideas across paragraphs e.g. repetition of a word or phrase, use of adverbial (on the other hand, in contrast) and ellipsis. Use further organisational and presentational devices to structure text and to guide the reader e.g. heading, bullet points, underlining.</p> |
| Evaluating and Editing | | <p>Re-read what they have written to check that it makes sense.</p> | <p>Re-read to check for sense. Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher.</p> | <p>Evaluate their writing with the teacher and other pupils. Ensure verbs indicating time, are used consistently. Re-read to check for errors in spelling, grammar and punctuation errors at Y2 level. Read aloud their own writing, using appropriate intonation so that meaning is clear.</p> | <p>Assess the effectiveness of their own writing and suggest improvements. Propose changes to vocabulary and grammar to improve consistency. Use the correct pronoun accurately in sentences. Ensure subject and verb agreement when using singular and plural. Proof-read for</p> | <p>Assess the effectiveness of their own and others' writing and suggest improvements. Propose changes to vocabulary and grammar to improve consistency. Use the correct pronoun accurately in sentences. Ensure subject and verb agreement when using singular and plural.</p> | <p>Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensure the consistent and correct use of tense throughout a piece of writing. Ensure subject and verb agreement when using singular</p> | <p>Assess the effectiveness of their own and others' writing. Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensure the consistent and correct use of tense throughout a piece of writing. Ensure subject and verb agreement when using singular</p> |

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| | | | | | spelling and punctuation errors at Y3 level. Read aloud their own writing to a group or whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear. | Proof-read for spelling and punctuation errors. Read aloud their own writing to a group or whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear. | and plural. Proof-read for spelling and punctuation errors. Perform their own compositions using appropriate intonation, volume & movements so that meaning is clear. | and plural. Proof-read for spelling and punctuation errors. Perform their own compositions using appropriate intonation, volume & movements so that meaning is clear. |
| Handwriting | Write some letters accurately. | Form lower case and capital letters correctly. | Sit correctly at a table, holding a pencil comfortably and correctly. Form lower case letters correctly. Form capital letters. Form digits 0-9 Understand which letters belong to which handwriting 'families' eg; a,c,o Use spacing between words. | Begin to use diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined. Form capital letters, lower case letters and digits correctly. Use spacing between words. | Use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined. Begin to increase the legibility, consistency and quality of their joined handwriting. | Use the diagonal and horizontal strokes that are needed to join letters and understand which letters are best left unjoined. Increase the legibility, consistency and quality of their joined handwriting. | Write fluently and legibly with increasing speed. Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters. | Write fluently and legibly with increasing speed. Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters. |