

**Writing Skills Progression Plan
Woodseaves CE Primary Academy**

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Handwriting	<p>To begin to use anti-clockwise movement and retrace vertical lines.</p> <p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To begin to form recognisable letters.</p> <p>To begin to use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed</p> <p>By the end of FS, children to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>To form capital letters accurately.</p> <p>To handle equipment and tools effectively,</p>	<p>To sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>To form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>To start using some of the diagonal and horizontal strokes needed to join letters and to begin joining these letters by the Spring term.</p> <p>To form capital letters consistently and accurately.</p> <p>To form digits 0-9</p> <p>To understand which letters belong to which handwriting 'families' and to practise these</p>	<p>To form lower-case letters of the correct size relative to one another</p> <p>To use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p>To use spacing between words that reflects the size of the letters.</p>	<p>To 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</p> <p>To increase the legibility, consistency and quality of their handwriting</p>	<p>To 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</p> <p>To increase the legibility, consistency and quality of their handwriting</p>	<p>To embed the skills developed from FS – Y4.</p> <p>To choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>To choose the writing implement that is best suited for a task</p>	

	including pencils for writing						
Text types/content	<p>To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p> <p>To engage in imaginative role play based on own first-hand experiences.</p> <p>To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p>	<p>To write simple narratives.</p> <p>To write simple recounts about personal experiences.</p> <p>To write for different purposes.</p> <p>To write simple poetry.</p>	<p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events.</p> <p>To write simple poetry.</p> <p>To write for different purposes e.g. letter, invitation, instructions.</p>	<p>In narrative texts creating characters, setting and plot.</p> <p>In non-narrative texts using simple organisational devices such as headings and sub-headings.</p>	<p>In narrative texts creating characters, setting and plot.</p> <p>In non-narrative texts using simple organisational devices such as headings and sub-headings.</p>	<p>In narrative texts, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p>	<p>In narrative texts, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action</p> <p>To use the subjunctive form in formal writing.</p>
PROCESS							
Planning		<p>To say aloud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p>	<p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To encapsulate what they want to say, sentence by sentence.</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing</p> <p>To discuss texts in order to understand and learn from their structure, grammar and vocabulary.</p>	<p>To confidently use ideas from their own reading, modelled examples and discussed texts to plan their writing</p>	<p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To consider, when planning narratives, how authors have developed characters and settings in what pupils have read,</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p>

						listened to or seen performed.	To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.
Drafting and Writing		<p>To sequence sentences to form short narratives.</p> <p>To use adjectives to describe.</p>	<p>To encapsulate what they want to say, sentence by sentence.</p>	<p>To begin to organise their writing into paragraphs around a theme.</p> <p>To compose and rehearse sentences orally (including dialogue).</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p>	<p>To consistently link ideas across paragraphs.</p>	<p>To use a wide range of devices to build cohesion within and across paragraphs.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p>
Evaluating and Editing		<p>To make simple additions and corrections to their own writing with the teacher and other pupils.</p>	<p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the</p>	<p>To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</p>	<p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>	<p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by</p>

			<p>correct tense is used throughout.</p> <p>To proof read to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>				<p>meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>
Oral performance	<p>To express themselves effectively, showing an awareness of listeners needs.</p>	<p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<p>To begin to read aloud their own writing to a group or whole class using appropriate volume.</p>	<p>To read aloud their own writing to a group or whole class using appropriate volume.</p>	<p>To read aloud their own writing to a group or whole class using appropriate intonation whilst controlling tone and volume so the meaning is clear.</p>	<p>To perform their own compositions using appropriate intonation and volume so that the meaning is clear.</p>	<p>To confidently perform their own compositions using appropriate intonation and volume so that the meaning is clear.</p>
CONTENT/COMPOSITION							
Text level	<p>To speak to retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>To use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences</p> <p>To use talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p>	<p>To sequence sentences to form short narratives</p>	<p>To use some features of written Standard English.</p>	<p>To begin to organise their writing into paragraphs around a theme.</p>	<p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To ensure that they make the appropriate choice of pronoun or noun to create cohesion in their writing.</p>	<p>To select appropriate grammar and vocabulary understanding how choices can change or enhance meaning</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To consistently link ideas across paragraphs.</p>	<p>To select appropriate grammar and vocabulary understanding how choices can change or enhance meaning</p> <p>To use the subjunctive form in formal writing.</p> <p>To recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p>

	<p>To engage in imaginative role play based on own first-hand experiences.</p> <p>To build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</p> <p>To capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p> <p>To link statements and stick to a main theme or intention.</p> <p>To use talk to organise, sequence and clarify.</p> <p>To express themselves effectively, showing an awareness of listeners needs.</p>					<p>To use a range of devices to build cohesion, including adverbials of time, place and number.</p>	<p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to build cohesion within and across paragraphs.</p>
<p>Sentence level</p>	<p>To write simple sentences which can be read by themselves and others.</p>	<p>To use simple sentence structures.</p> <p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p>	<p>To use co-ordination (or/and/but).</p> <p>To use some subordination (when/if/that/because).</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including</p>	<p>To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of</p>	<p>To begin use expanded noun phrases to convey complicated information concisely (e.g. the fact that it was raining meant that sports day was cancelled).</p>	<p>To use the perfect form of verb to mark relationships of time and cause.</p> <p>To use the passive voice.</p>

	<p>To use irregular common words in their writing (HF words)</p> <p>To begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because').</p> <p>To begin to understand 'why' and 'how' questions.</p> <p>To question why things happen and give explanations and ask questions, e.g. who, what, when, how.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>To begin to form simple compound sentences.</p>	<p>To use expanded noun phrases to describe.</p> <p>To use some features of written Standard English</p> <p>To write sentences with different forms: statement, question, exclamation, command</p>	<p>when, if, because, and although.</p> <p>To use adverbs to express time and cause e.g. then, next, soon, so.</p> <p>To use prepositions to express time and cause e.g. before, after, during, because, in, of.</p> <p>To use expanded noun phrases to describe more consistently and accurately.</p>	<p>conjunctions, which are sometimes in varied positions within sentences.</p> <p>To start using fronted adverbials more accurately and consistently.</p> <p>To use extended noun phrases, including with prepositions more consistently and accurately</p> <p>To ensure that they make the appropriate choice of pronoun or noun to create cohesion in their writing.</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To use a range of devices to build cohesion, including adverbials of time, place and number.</p> <p>To use the perfect form of verbs to mark relationships of time and cause</p> <p>To use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun</p>	<p>To use passive verbs to affect the presentation of information in a sentence</p> <p>To use expanded noun phrases confidently to convey complicated information concisely (e.g. the fact that it was raining meant that sports day was cancelled).</p> <p>To link ideas across paragraphs using a range of cohesive devices: semantic cohesion (e.g. repetition of a word or phrase), grammatical connections (e.g. the use of adverbials such as <i>on the other hand</i>, <i>in contrast</i>, or <i>as a consequence</i>), and elision.</p>
<p>Tense</p>	<p>To use a range of tenses in speech (e.g. play, playing, will play, played).</p> <p>To use past, present and future forms</p>		<p>To use the present tense and the past tense mostly correctly and consistently.</p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English</p>	<p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p>	<p>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p>

	accurately when talking about events that have happened or are to happen in the future.				verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.		
Word level (spelling)	<p>To use phonic knowledge to write words in ways which match their spoken sound.</p> <p>To spell some words correctly and to phonetically plausible attempts at more complex words.</p>	<p>To use regular plural noun suffixes accurately (-s, -es)</p> <p>To use verb suffixes where root word is unchanged accurately (-ing, -ed, -er)</p> <p>To use the un- prefix to change meaning of adjectives/adverbs</p>	<p>To use suffixes to form new words (-ful, -er, -ness)</p> <p>To use apostrophes to mark singular possession and contractions.</p>	<p>To form nouns using prefixes (super-, anti-)</p> <p>To use the correct form of 'a' or 'an'</p> <p>To use and understand word families based on common words (solve, solution, dissolve, insoluble)</p>	<p>To know and understand the difference between plural and possessive –s</p>	<p>To convert nouns or adjectives into verbs</p> <p>To use verb prefixes</p>	
Punctuation	<p>To recognise capital letters and full stops in sentences.</p> <p>To begin to use capital letters at the start of sentences.</p> <p>To begin to use finger spaces.</p> <p>To begin to use full stops to end sentences.</p>	<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To begin to use question marks and exclamation marks.</p>	<p>To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions.</p>	<p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech accurately, including the use of inverted commas.</p>	<p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>To consistently use apostrophes for singular and plural possession.</p> <p>To use commas after fronted adverbials</p>	<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets, dashes or colons to indicate parenthesis.</p>	<p>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p> <p>The use of bullet points to list information.</p>

					e.g. Later that day, I heard the bad news.)		
Terminology	<p>To show an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <p>To understand and recognise the difference between lower case and upper case letters.</p> <p>To know letter names as well as letter sounds.</p> <p>To recognise the terms finger spaces, capital letters and full stops.</p>	To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.	To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.

