

## Progression of Skills in English

Writing – transcription and spelling								
Preschool 1	Preschool 2	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can hold a chunky crayon, pencil, pen or paint brush and makes lines that go across, up and down or round and round.</p> <p>I can draw lines that go across, up and down, round and round and pictures to show numbers and amounts.</p>	<p>When you write my name, I can copy some of the letters by myself on my piece of paper.</p> <p>I can tell you what the marks, shapes, letters and pictures that I make mean.</p> <p>I know that when I say a word you can write it down and that the letters you use make up the word I have said.</p>	<p>Use phonic knowledge to begin to write CVC words e.g. cat</p> <p>Correctly choose initial letters and some final letters</p> <p>Read back work to give meaning to it</p>	<p>‘Have a go’ and spell some unknown words phonetically</p> <p>Show evidence of using suffixes- ing, ed, est</p> <p>Use the spelling rule for plural- s or es</p> <p>Use prefix un e.g. unkind</p>	<p>Use phonetically plausible strategies to spell unknown polysyllabic words</p> <p>Use suffixes such as-ness, less, er, est e.g. beautiful</p> <p>Turn adjectives into adverbs through applying ‘ly’ e.g. slowly</p>	<p>Use a range of prefixes to extend repertoire of nouns e.g. super, anti, auto</p> <p>Use ‘a’ or ‘an’ correctly according to the next word beginning with a consonant or a vowel</p> <p>Experiment with more complicated words built from a common word e.g. dissolve, solution</p>	<p>Use knowledge of phonics, morphology and etymology to spell new and unfamiliar words</p> <p>Distinguish between the spelling of common homophones</p> <p>Show through ‘-s’ and punctuation the grammatical difference between plural and possessive</p>	<p>Convert nouns or adjectives into verbs using suffixes e.g. ate, ise, ify</p> <p>Apply prefixes to change intent of verbs e.g. dis, de, mis, over, re</p>	<p>Use the appropriate word according to formality e.g. ‘discover’ or ‘find out’, ‘ask for’ or ‘request’, ‘go in’ or ‘enter’</p> <p>Discover synonyms and antonyms for a word and choose the degree of meaning required for the sentence</p>



Progression of Skills in English

	<p>I can hear and tell you the first sound in a word when you say the word.</p> <p>I am beginning to use letters in my writing. Sometimes I write the right letter with the sound I make as I say the word.</p>							
<b>Writing – handwriting (following Kinetic Letters)</b>								
Preschool 1	Preschool 2	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can hold a chunky crayon, pencil, pen or paint brush and makes lines that go across, up</p>	<p>I can make the lines and marks that I want with a pencil.</p> <p>I am beginning to use letters</p>	<p>Form some recognisable letters</p> <p>Sometimes leave ‘finger’ spaces between</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly;</p> <p>Begin to form lower-case letters in the correct direction,</p>	<p>Form lower-case letters of the correct size relative to one another;</p> <p>Start using some of the diagonal and horizontal strokes</p>	<p>Use the diagonal and horizontal strokes that are adjacent and know which are best left un-joined</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined;</p>	<p>Write legibly, fluently and with increasing speed by:</p> <p>Deciding whether or</p>	<p>Write legibly, fluently and with increasing speed by:</p> <p>Choosing which shape of a letter to use when given choices and deciding whether or</p>

## Progression of Skills in English

and down or round and round.	in my writing. Sometimes I write the right letter with the sound I make as I say the word.	groups of letters	starting and finishing in the right place;  Form capital letters;  Form digits 0-9;  Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these;  Write from memory simple sentences dictated by the teacher	needed to join letters and understand which letters, when adjacent to one another, are best left un-joined;  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.	Show increasing legibility and quality to handwriting	Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	not to join specific letters	not to join specific letters  Choosing the writing implement that is best suited for a task
<b>Writing – composition and structure (The Write Stuff)</b>								
Preschool 1	Preschool 2	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can tell you about the different marks I make	Sometimes I can tell you about my drawings and paintings and what my	Talk about the part of the story/event that is interesting	Form short narratives/ retell short recounts	Ideas are mostly suitable for a narrative	Develop multiple ideas in a story enriched with descriptive detail	Ideas are developed in detail (e.g. in-depth description, non-fiction: anecdotes, facts and reflections)	Ideas are developed in narrative and non-fiction	Writing manipulates the reader through the telling of a narrative e.g. use of humour or

## Progression of Skills in English

<p>in my writing and drawing.</p>	<p>writing means.</p> <p>When I see your writing, I tell you what I think it means, like the shopping list says "beans and chips and ice cream".</p>	<p>Add detail orally to a story, event or experience</p> <p>Arrange writing going from left to right, top to bottom</p> <p>Include character names in narrative and basic topic words in non-fiction</p> <p>Write phrases about an area of interest</p> <p>Group main ideas together through repeated</p>	<p>Use relevant words about topic/story</p> <p>Know the purpose and forms of simple writing (labels, messages, invitation)</p> <p>Include familiar storytelling language e.g. once upon a time, one day, the end</p> <p>Order some events using number/time sequence indicators e.g. Then I had lunch</p> <p>Repeat key words to show meaning</p> <p>Use onomatopoeic to grab the reader's attention e.g. Splash!</p>	<p>Sometimes the viewpoint is indicated by comments</p> <p>Ideas are relevant for non-fiction e.g. informative points in a report, memories in a recount</p> <p>Include the main features of a genre/text type</p> <p>Include enough information and description to interest the reader</p> <p>Order writing using line breaks to show new ideas in narratives or use numbers in non-fiction</p>	<p>Develop multiple ideas in a non-fiction that are factual and precise</p> <p>Express a basic viewpoint, an opinion or promote an idea e.g. I believe...</p> <p>Maintain the main features of a text type/genre</p> <p>Content makes sense through the piece</p> <p>Strategies used to create a flow e.g. pronouns, cohesive devices, references back to previous point</p> <p>Begin to understand what a paragraph is and show ideas grouped together</p>	<p>Point of view is maintained throughout the work</p> <p>Include all the features of a genre/text type appropriately and consistently</p> <p>Create narratives that create intrigue (e.g. suspense, cliff hangers) or non-fiction that is more complicated (e.g. contrasting ideas, opinions)</p> <p>Structure and organise writing with a clear beginning, middle and end</p> <p>Write sentences that are developed on from previous</p>	<p>Point of view is clear and controlled with some elaboration</p> <p>Execute a text type/genre by including all the features or adapt when required</p> <p>Create more complicated narratives e.g. parallel plot, flashback, parody and more controlled non-fictions e.g. language choices support the purpose</p> <p>Structure and organise</p>	<p>controlling the direction of non-fiction through a range of strategies e.g. persuasive strategies</p> <p>Convey a convincing viewpoint using the point of view of others to support or contrast writers own opinion</p> <p>Choose style/genre features to maintain and challenge the reader's interest e.g. elaborate detail in narrative or succinctness in police report</p> <p>Adapt well known genres to create different effects e.g. fairytales with</p>
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## Progression of Skills in English

		<p>nouns/pronouns</p> <p>Add onomatopoeia sounds to pictures e.g. wheeee! crash!</p>	<p>Use alliteration to make the writing interesting e.g. The dark, deep cave.</p>	<p>Group main ideas together</p> <p>Use rhyme for effect e.g. He was snoring and snoozing.</p> <p>Use repetition in a basic way that follows story models e.g. run, run, as fast as you can.</p>	<p>Use headings and subheadings to group ideas</p> <p>Opening signalled in narrative and non-fiction e.g. Early one morning..., Whales are the largest sea creatures...</p> <p>Closing signalled in narrative and non-fiction e.g. eventually, ultimately</p> <p>Write sentences that use repetition of key words for impact e.g. He ran and ran until his bones ached.</p> <p>Use the word 'like' to build a simile e.g. her eyes were like deep pools.</p>	<p>sentences to form a group of connected ideas</p> <p>Start a new paragraph to organise ideas around a theme</p> <p>Use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Opening signalled in narrative and non-fiction with content to capture reader's interest</p> <p>Closing signalled in narrative that is dramatic or link back to opening and in non-fiction draws conclusion</p>	<p>writing with pace in narrative and supporting evidence in non-fiction</p> <p>Start new paragraphs to show change in time, place, event or person</p> <p>Use devices to build cohesion within paragraphs e.g. then, after, that, this, firstly</p> <p>Link ideas across paragraphs using a range of cohesive devices e.g. phrases that back</p>	<p>a twist exploring a new viewpoint</p> <p>Navigate a reader through a text in a logical, chronological way or subvert this e.g. flash forward, opposing viewpoint</p> <p>Use a range of layout devices e.g. headings, subheadings, columns bullet points, tables etc.</p> <p>Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of word or rhas, use of ellipsis as cliffhanger</p> <p>Apply paragraphs</p>
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Progression of Skills in English

						Use the word 'as' to build a simile	reference previous points	across a whole text to support the 'ease of engagement' for the reader
						Use metaphor to create vivid imagery	Use pathetic fallacy to mirror and extend character's emotions (e.g. aspect of nature or weather reflecting feeling)	Use personification to give human attributes to inanimate objects/things
							Use pun to enhance the double meaning of language e.g. The cheetah, a predatory cheater of the jungle	Use symbolism as a recurring idea to emphasise a themed motif
<b>Writing – vocabulary, grammar and punctuation (The Write Stuff)</b>								
Preschool 1	Preschool 2	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

## Progression of Skills in English

<p>I am beginning to use word endings, such as "I am going" instead of "I go" and plurals, such as "babies" when talking about more than one object or person.</p>	<p>I am beginning to use longer sentences with words like "because" and "and" like "I cried, I did, because I banged my foot."</p> <p>I can use lots of words about things that interest me, like "diplodocus" and "brontosaurus" and I like to learn lots of new words.</p>	<p>Use pictures to yield more meaning to words</p> <p>Write simple words and phrases</p> <p>Add in joining words like 'and' when reading back writing</p> <p>Use some 'yellow' ambitious vocabulary (see TWS writing progression plan)</p> <p>Use full stops at random</p>	<p>Write in simple phrases and clauses</p> <p>Start sentences with the pronoun 'I'</p> <p>Start sentences with a name</p> <p>Start sentences in a different way e.g. Naughty Goldilocks ate the porridge.</p> <p>Sometimes use the correct tense and maintain it</p> <p>Use 'and' to join two words or clauses together</p> <p>Use simple speech-like words</p>	<p>Use sentences with different forms: statement, question, exclamation and command</p> <p>Ask questions to the reader</p> <p>Write sentences with adventurous adjectives</p> <p>Write long and short sentences</p> <p>Start sentences in different ways from a name or personal pronoun e.g. One bright morning...</p> <p>Include expanded noun phrases for description and specification e.g. the blue butterfly</p> <p>Use correct verb forms e.g. present: she is drumming, past: he was shouting</p>	<p>Use one word in isolation to grab the reader's attention e.g. Stop!</p> <p>Add detail into descriptions e.g. precise words, descriptive noun phrases</p> <p>Use prepositions that position in place/environment e.g. in, on, under, behind</p> <p>Use the present perfect forms of verbs, instead of simple past tense e.g. 'He has gone out to play' contrasted with 'He went out to play'</p>	<p>Adh rhetorical questions to heighten reader engagement</p> <p>Use more complicated noun phrases (expanded by modifying adjectives, nouns and preposition phrases) e.g. The strict geography teacher with slick, black hair.</p> <p>Use standard English verb inflections e.g. we were, I did (instead of local spoken forms such as 'we was')</p> <p>Use a widening range of conjunctions e.g. while, so, although</p> <p>Use more complicated conjunctions that set up contrast or</p>	<p>Create different emphasis in sentences through word order and noun phrases</p> <p>Mix short and long sentences to change, accelerate or slow pace for reader</p> <p>Deploy tense choices that support cohesion by making links e.g. he had seen her before</p> <p>Use modal verbs to show something is certain, probable or</p>	<p>Write formally or informally appropriate to genre/ text type</p> <p>Vary the types of sentences within a piece across simple, compound and complex constructions</p> <p>Use the subjunctive form of the verb to emphasise formality, urgency or importance e.g. The teacher insists that her pupils be on time.</p> <p>Use passive voice to affect the presentation of information in a sentence e.g. The window in the greenhouse was broken.</p>
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## Progression of Skills in English

		<p>May use a capital letter at the start of writing</p>	<p>Use some simple descriptive words (shape, colour, size, emotions)</p> <p>Use some 'blue' ambitious vocabulary (see TWS writing progression plan)</p> <p>Sometimes use capital letters, full stops, exclamation marks and question marks</p> <p>Use capital letters for names and for the personal pronoun 'I'</p>	<p>Apply correct tense across a piece of writing including progressive form to mark actions in progress e.g. they were jumping</p> <p>Write compound sentences that include co-ordination e.g. and, or, but</p> <p>Write complex sentences that include subordination e.g. when, if, that, because</p> <p>Choose words appropriate to the writing</p> <p>Construct sentences that include adjectives, adverbs and precise verbs</p> <p>Use some 'purple' ambitious vocabulary (see TWS writing progression plan)</p>	<p>Experiment with a widening range of conjunctions e.g. while, so, although</p> <p>Choose words because of the effect they will have on the reader</p> <p>Use some 'red' ambitious vocabulary (see TWS writing progression plan)</p> <p>Use adverbs/ adverbial phrases that position in time e.g. then, next, soon, later that day, as dawn broke</p>	<p>relationship e.g. despite, nevertheless</p> <p>Make language choices that are interesting and varied</p> <p>Use some 'orange' ambitious vocabulary (see TWS writing progression plan)</p> <p>Use 'where' adverbial phrases in fronted position in sentences e.g. At the seaside, Janice fed the seagulls.</p> <p>Use 'how' 'ly' adverbial phrases in fronted position in sentences e.g. Rushing against the clock, Jack knew it would be difficult.</p>	<p>possible e.g. might, could, should, will, must</p> <p>Use relative clauses within complex sentences beginning with who, which, where, when, whose, that e.g. Maise, who was extremely tired, finished the race.</p> <p>Use verbs ending in 'ed' or 'ing' to start clauses to build complex sentences e.g. Mortified by what he saw, Harry fled the scene.</p>	<p>Use range of complex construction strategies to build subordinating clauses with verb starts ending in 'ing', 'ed' or adverbs 'ly' followed by verbs, relative clauses and subordinate conjunction starts</p> <p>Use varied and precise vocabulary to create popular stylistic effects</p> <p>Use some 'pink' ambitious vocabulary (see TWS writing progression plan)</p> <p>Use more complicated adverbial phrases to link ideas e.g. on</p>
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Progression of Skills in English

				<p>Begin sentences with adverb/adverbial phrase and reposition in different places within the sentence e.g. ly word, quickly</p> <p>Always use full stops</p> <p>Use commas to separate items in a list</p> <p>Use capital letters more than 50% of the time</p> <p>Use apostrophes to mark missing letters in contracted forms</p> <p>Use exclamation and question marks</p>	<p>Use adverbs/adverbial phrases that build a relationship or 'cause' e.g. therefore, as a result</p> <p>Emerging use of inverted commas to punctuate direct speech</p> <p>Emerging use of other direct speech punctuation e.g. punctuation inside inverted commas</p>	<p>Correct use of inverted commas and other punctuation to indicate direct speech (comma after reporting clause; end punctuation within commas) e.g. The teacher screamed, "Be quiet!"</p> <p>Use apostrophes to mark plural possession</p> <p>Use comma after fronted adverbial</p>	<p>Some vocabulary choices are for effect or emphasis e.g. technical terminology, vivid imagery</p> <p>Use some 'green' ambitious vocabulary (see TWS writing progression plan)</p> <p>Indicate degree of possibility using adverbs e.g. perhaps, surely</p> <p>Use a range of adverbs to link ideas: adverbs</p>	<p>the other hand, in contrast, as a consequence</p> <p>Use adverbs or adverbial phrases to qualify, intensify or emphasise</p> <p>Use semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Use of the colon to introduce a list and use of semi-colon to separate items in a list</p> <p>Use bullet points to list information</p> <p>Use hyphens to avoid ambiguity</p>
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## Progression of Skills in English

				Use the apostrophe to mark singular possession e.g. the girl's bag			of time, place and number	e.g. recover or re-cover
							Use brackets, dashes or commas to indicate parenthesis	
							Use commas to clarify meaning or avoid ambiguity e.g. let's eat dad or let's eat, dad.	