

Progression of Skills in English

| Writing – transcription and spelling | | | | | | | | |
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| 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> |



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| | <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> | | | | | | | |
| Writing – handwriting (following Kinetic Letters) | | | | | | | | |
| Preschool 1 | Preschool 2 | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| I can hold a chunky crayon, pencil, pen or paint brush and makes lines that go across, up | <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> |

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| 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 |
| Writing – composition and structure (The Write Stuff) | | | | | | | | |
| 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 |

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| <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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| | | <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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| | | | | | | 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 |
| Writing – vocabulary, grammar and punctuation (The Write Stuff) | | | | | | | | |
| Preschool 1 | Preschool 2 | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |

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| <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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| | | <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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| | | | | <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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| | | | | Use the apostrophe to mark singular possession e.g. the girl's bag | | | of time, place and number 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. | e.g. recover or re-cover |
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