



Chaddesley Corbett Endowed Primary School

Writing progression of skills

EYFS

Literacy

Nursery	<ul style="list-style-type: none">• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.• Enjoy drawing freely.• Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”• Make marks on their picture to stand for their name.
Pre-School	<ul style="list-style-type: none">• 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; writing ‘m’ for mummy.• Write some or all of their name.• Write some letters accurately
Reception	<ul style="list-style-type: none">• Form lower-case and capital letters correctly.• Spell words by identifying the sounds and then writing the sound with letter/s.• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.• Re-read what they have written to check that it makes sense.

KS1 and KS2

Text

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Layout devices including punctuation for layout and organisation	<ul style="list-style-type: none"> • Spaces between words • Write lists, labels and captions • Use title to predict content of book when reading 	Use headings & sub-headings in reading to orientate round a text	Use headings & sub-headings in reading to orientate round a text	Headings & sub-headings to aid presentation	Headings & sub-headings to aid presentation	<ul style="list-style-type: none"> • Consistent punctuation of bullet points to list information • Headings, sub-headings, columns, bullets or tables.
Building a series of sentences to create a whole text and develop cohesion	Sequencing sentences to form short narratives	<ul style="list-style-type: none"> • Plan and write own stories with a logical sequence of events, using complete sentences grouped together to tell the different parts of the story. • Correct choice and consistent use of tense throughout writing 	<ul style="list-style-type: none"> • Introduction to paragraphs as a way to group related material • Beginning to use a range of adverbs and adverbial phrases to begin sentences (fronted adverbials) • Beginning to choose appropriate pronoun for clarity, cohesion and to avoid 	<ul style="list-style-type: none"> • Use of paragraphs to organise ideas around a theme • Use a range of adverbs and adverbial phrases to begin sentences (fronted adverbials) • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition 	<ul style="list-style-type: none"> • Use a variety of cohesive devices to build cohesion within sentences and paragraphs, including pronouns and adverbials • Linking ideas across paragraphs using adverbials of time, adverbials of place and number • Use tenses to link ideas 	<ul style="list-style-type: none"> • Link ideas across paragraphs using a wider range of cohesive devices: Pronouns, Adverbials, Repetition of a word or phrase. • Use ellipsis
Developing the content of a sentence: adding information	<ul style="list-style-type: none"> • How words combine to make sentences • Read age-appropriate books fluently, e.g. using punctuation to convey meaning • Understand and orally use a variety of grammatical structures 	<ul style="list-style-type: none"> • Understand how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command and use each sentence type • Expanded noun phrases for description and specification (eg. The blue butterfly, 	<ul style="list-style-type: none"> • Expanded noun phrases for description and specification (eg. The blue butterfly, plain flour, the man in the moon) • Use of prepositions in phrases (such as: before, after, during, in, because of, across, between, over. E.g. He ate before lunchtime.) 	<ul style="list-style-type: none"> • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) 	<ul style="list-style-type: none"> • Using expanded noun phrases to convey complicated information concisely. e.g. a shy boy with pale, delicate features; a soft material that can be moulded • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun 	<ul style="list-style-type: none"> • Using expanded noun phrases to convey complicated information concisely. • Select level of formality needed • Varies length and focus of sentences to express subtleties in meaning and focus on key ideas

		<p>plain flour, the man in the moon)</p> <ul style="list-style-type: none"> • Add more information to a sentence through using adverbs ending in -ly, eg She walked quickly 			<ul style="list-style-type: none"> • Indicating degrees of possibility using adverbs (eg. Possibly, perhaps, surely). 	
<p>Developing the structure of a sentence: using conjunctions to link ideas within a sentence</p>	<ul style="list-style-type: none"> • Joining words and joining clauses using and • Use 'because' orally to develop reasoning and justify, e.g. in reading and science; spell as a Common Exception Word • Use orally, read in and spell the words (as part of phonics programme): when, if, that, but, or 	<ul style="list-style-type: none"> • Subordination (using conjunctions such as when, if, that, because) and coordination (using and, but, or) 	<p>Extending range of sentences with more than one clause by using a wider range of conjunctions (including when, if because, although) e.g. He ate his lunch before he left home.</p>	<p>Extending range of sentences with more than one clause by using a wider range of conjunctions (including when, if because, although) e.g. Before he left home, he ate his lunch.</p>	<ul style="list-style-type: none"> • Uses a range of conjunctions and adverbials to link, compare and contrast and extend ideas, information and events e.g. Before he left home, he ate his lunch. • Exposure to the semi-colon in reading. 	<ul style="list-style-type: none"> • Uses a variety of simple, compound and complex sentences where appropriate according to the demands of the text type, including embedded subordinate clauses for economy of expression • Use of the semi-colon or dash instead of a conjunction to mark the boundary between independent clauses (eg. The train was delayed so I missed my meeting > The train was delayed; I missed my meeting. Don't touch the dog because he might bite > Don't touch the doghe might bite.)
<p>Developing the structure of a sentence: using adverbs to link ideas within and across sentences</p>	<ul style="list-style-type: none"> • Begin to use a few time words to aid sequencing e.g. first, next, one day (to be formally introduced as adverbs to indicate time in year 3) • Spell the words (as part of phonics programme): first, next, then, one day 	<p>Use a range of time words to aid sequencing e.g. first, next, then, finally (to be formally introduced as adverbs to indicate time in year 3)</p>	<p>Use of a range of adverbs and adverbial phrases to add information within a sentence & begin to front sentences using them (eg then, next, soon, this morning, in the afternoon, long ago)</p>	<p>Use a range of adverbs and adverbial phrases to begin sentences (fronted adverbials) and includes a comma afterwards to separate from the rest of the sentence (eg Later that day, the ship sank.)</p>	<p>Use adverbials to build cohesion across sentences and paragraphs (e.g. Firstly, However, In addition to this)</p>	<p>Linking ideas across paragraphs using a wider range of cohesive devices, for example, the use of adverbials (a range of adverbials of time/ frequency and subordinating conjunctions to link,</p>

						compare or contrast e.g. On the other hand, In contrast, or As
Verb forms	<ul style="list-style-type: none"> • Use present tense e.g. She helps the boy. • Use past tense e.g. She helped the boy. • Adding the endings –ing, -ed and –er to verbs where no change is needed to the root word (also see ‘Verbs’ section below) • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings (Y1 stat req) by being helped to build on the root words that they can read already (Y1 non-stat guidance) 	<ul style="list-style-type: none"> • Use present progressive: She is helping the boy. • Use past progressive: She was helping the boy. 	Use present perfect tense: She has helped the boy.	Use Standard English forms of verb inflections instead of local spoken forms e.g. We were not we was/ I did not I done	<ul style="list-style-type: none"> • Use modal verbs (e.g. She might help the boy/ she should help the boy/ she must help the boy) to indicate degrees of possibility • Use the perfect form of verbs to mark relationships of time and cause (e.g. He had eaten lunch when you arrived). • Where appropriate, maintains tense consistently; where shifts in tense occur, moves between past, present and future with some confidence (limited slips may occur) 	<ul style="list-style-type: none"> • Use the passive voice to affect the presentation of information of a sentence e.g. The boy was helped (by the girl). • Using the perfect form of verbs to mark relationships of time and cause (e.g. He had eaten lunch when you arrived). • Use subjunctive forms of verbs to show level of formality e.g. If I were you. If he were rich. The judge demands that he attend court. It is vital that they be prepared to speak. • Where appropriate, maintains tense and person consistently; where shifts in tense occur, moves between them with some confidence

Sentence

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use of apostrophe	<ul style="list-style-type: none"> Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s) Spell some contracted words, as part of Common Exception Word 	<ul style="list-style-type: none"> Use apostrophes to mark where letters are missing in spelling Use apostrophes to mark singular possession in nouns (for example, the girl's name) 	<ul style="list-style-type: none"> Begin to use apostrophes to mark plural possession (for example, the girl's name, the girls' names) The grammatical difference between plural and possessive –s 	<ul style="list-style-type: none"> Use apostrophes to mark plural possession (or example, the girl's name, the girls' names) The grammatical difference between plural and possessive –s 	Uses full range of punctuation accurately to demarcate within sentences including apostrophes and proof reads for accuracy	Uses full range of punctuation accurately to demarcate within sentences including apostrophes and proof reads for accuracy
Demarcation to mark sentence boundaries	<ul style="list-style-type: none"> Begin to use capital letters, full stops, question marks and exclamation marks to demarcate sentences Use capital letters for names & the personal pronoun I Compose sentence orally before writing it 	<ul style="list-style-type: none"> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Learn how to use both familiar and new punctuation accurately 	Begin to understand how to start a new line for dialogue for a new speaker	Start a new line for dialogue for a new speaker	Uses full range of punctuation accurately to demarcate sentences including ellipsis for omission or to suggest a shift in time, place, mood or subject and proof reads for accuracy	Uses full range of punctuation accurately to demarcate sentences including ellipsis for omission or to suggest a shift in time, place, mood or subject and proof reads for accuracy
Demarcation within sentences	<ul style="list-style-type: none"> Separate words with spaces Know to use capital letters for proper nouns e.g. days of the week, places and people's names 	<ul style="list-style-type: none"> Use commas to separate items in a list Accurately use capital letters for proper nouns e.g. days of the week, places and people's names 	Begin to use inverted commas to punctuate direct speech	<ul style="list-style-type: none"> Use inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!") Use of commas after fronted adverbials Eg Every Friday, they went the park. 	<ul style="list-style-type: none"> Use brackets, dashes or commas to indicate parenthesis (commas marking boundaries between independent clauses) Eg My brother, who lives, in Australia, will be visiting. Despite the rain, they went outside. Use commas to clarify meaning or avoid ambiguity Eg I like cooking, my family and my pets. 	<ul style="list-style-type: none"> Uses full range of punctuation accurately to demarcate within sentences uses commas to mark grammatical boundaries (with occasional lapses in accuracy) and proof reads for accuracy Use the semi-colon, colon and dash to mark the boundary between independent clauses (for example, It's raining; I'm fed up Don't touch the dog-he might bite.)

					<ul style="list-style-type: none">• Exposure to semicolons and hyphens in reading.• Introduction to colons to introduce a list and semi colons between words and phrases in a more complex list.	<ul style="list-style-type: none">• Use the colon to introduce a list and use of semi-colons within lists.• Use the colon to introduce a list and use of semi-colons within lists (e.g. She met a range of people at the palace: Prince Charles, the Prince of Wales; Princess Anne, the Princess Royal; HRH Prince Philip, the Duke of Edinburgh; HM the Queen.)• Use hyphens to avoid ambiguity (for example, man eating shark versus maneating shark, or recover versus recover)
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Word

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nouns	<ul style="list-style-type: none"> Spell regular plural noun suffixes (eg dog>dogs, wish>wishes) Write proper nouns with capitals (e.g. days of week, names) Read words containing -s, -es, endings (including change to root) 	<ul style="list-style-type: none"> Form nouns using suffixes such as -ment, -tion, -ness, -er (e.g. enjoyment, action, fitness, baker) Formation of nouns by compounding (for example, whiteboard, superman) 	Form nouns using a range of prefixes (for example super-, anti-, auto-)	Understand grammatical difference between plural and possessive -s	Apply knowledge of nouns when differentiating between homophones, choosing suffixes (e.g. -ance/-ence) etc	Apply knowledge of nouns when differentiating between homophones, choosing suffixes (e.g. -ance/ence) etc
Verbs, adverbs and adjectives	<ul style="list-style-type: none"> Spell suffixes that can be added to verbs where no change is needed in the spelling (eg helping, helped, helper). Discuss how the prefix un- changes the meaning of verbs and adjectives Read words containing -s, -es, -ing, -ed, -er and, -est 	<ul style="list-style-type: none"> Spell adjectives using suffixes such as -ful, -less Use the suffixes -er, -est in adjectives Use -ly in Standard English to turn adjectives into adverbs Use knowledge of adjectives when making correct choice of spelling 	Spell word families based on common words, showing how words are related in form and meaning (for example, solve, solution, solver, dissolve, insoluble)	For verbs where stress is on final syllable, root may need last consonant doubling before adding the suffix, e.g. forget: forgetting, forgotten	<ul style="list-style-type: none"> Convert nouns and adjectives into verbs using suffixes (for example, -ate; -ise; -ify) Use verb prefixes (for example, dis-, de-, mis-, over- and re-) 	Understand how words are related by meaning as synonyms and antonyms (for example, big, large, little).
Standard English	<ul style="list-style-type: none"> Read back words they have spelt Re-read what they have written to check it makes sense Misspellings of words that pupils have been taught to spell should be corrected Spell CEW accurately Use letter names to distinguish between alternative spellings of the same sound Spell the words was, were, are, am 	<ul style="list-style-type: none"> Use some features of written Standard English Make correct choice and consistent use of present and past tense throughout writing Reread to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form 	Use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel	Use Standard English forms for verb inflections instead of local spoken forms (for example, we were, instead of we was)	Ensuing correct subject verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register	<ul style="list-style-type: none"> Know difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech Know the difference between structures of formal and informal speech Use subjunctive forms of verbs to show level of formality