

Writing Skills Progression - St Bridget's CE Primary

	Foundation	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planning Writing	Communication and Language - Speaking: Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Literacy: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Say out loud what they are going to write about. Compose a sentence orally before writing it.	Plan or say out loud what they are going to write about.	Discuss and record ideas. Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	Discuss and record ideas. Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	Note and develop initial ideas, drawing on reading and research where necessary.	Note and develop initial ideas, drawing on reading and research where necessary.
Drafting	Literacy: Write simple phrases and sentences that can be read by others. Write recognisable letters, most of which are correctly formed.	Sequence sentences to form short narratives	Write down ideas and/or key words, including new vocabulary. Encapsulate what they want to say, sentence by sentence	Organise paragraphs around a theme. In narratives, create settings, characters and plot. in non-narrative material, use simple organisational devices (headings & subheadings)	Organise paragraphs around a theme. In narratives, create settings, characters and plot. in non-narrative material, use simple organisational devices (headings & subheadings)	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and

						advance the action Précising longer passages use a wide range of devices to build cohesion within and across paragraphs. Use further organisational and presentational devices to structure text and to guide the reader.	advance the action Précising longer passages use a wide range of devices to build cohesion within and across paragraphs. Use further organisational and presentational devices to structure text and to guide the reader.
Editing		Re-read what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils.	Evaluate their writing with the teacher and other pupils. Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Proofread to check for errors in spelling, grammar and punctuation.	Assess the effectiveness of their own and others' writing and suggest improvements. Propose changes to grammar and in sentences. Proofread for spelling and punctuation errors.	Assess the effectiveness of their own and others' writing and suggest improvements. Propose changes to grammar. Accurate use of pronouns in sentences. Proofread for spelling and punctuation errors.	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 correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proofread for spelling and punctuation errors	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 correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register. Proofread for spelling and punctuation errors

Performing/ Presenting Writing	Communication and Language - Speaking: Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Literacy: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Read aloud their writing clearly enough to be heard by their peers and the teacher.	Read aloud what they have written with appropriate intonation to make the meaning clear.	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.	Perform their own compositions to wider audiences, using appropriate intonation, volume and movement so that meaning is clear. Evaluate and reflect on their own performance and consider any areas for their own personal development.
Phonic and Whole Word Spelling	Literacy: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others	Spell words containing each of the 40+ phonemes taught. Spell common exception words. Spell the days of the week. Name the letters of the alphabet in order. Use letter names to distinguish between alternative spellings of the same sound. Spell words with simple phoneme/grapheme	Segment spoken words into phonemes and represent these by graphemes, spelling many correctly. Learn new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones. Learn to spell common exception	Spell further homophones spell words that are often misspelt (Appendix 1) NC	Spell further homophones spell words that are often misspelt (Appendix 1) NC	Spell some words with 'silent' letters. Continue to distinguish between homophones and other words which are often confused. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 of the NC.	Spell some words with 'silent' letters. Continue to distinguish between homophones and other words which are often confused. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 of the NC.

		correspondence accurately e.g. cat, dog, red. Make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations.	words. Distinguish between homophones and near-homophones.				
Other Word Building Spelling		Other word building spelling-use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. Use the prefix un– use –ing, –ed, –er and –est where no change is needed in the spelling of root words. Apply simple spelling rules and guidance from Appendix 1 of the NC.	Learning the possessive apostrophe (singular). Learn to spell more words with contracted forms. add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly. Show awareness of silent letters in spelling e.g., knight, write. Use –le ending as the most common spelling for this sound at the end of words. Apply spelling rules and guidelines from Appendix 1 of the NC	Use further prefixes and suffixes and understand how to add them. Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. Use the first 2 or 3 letters of a word to check its spelling in a dictionary.	Use further prefixes and suffixes and understand how to add them. Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. Use the first 2 or 3 letters of a word to check its spelling in a dictionary.	Use further prefixes and suffixes and understand the guidance for adding them. Use dictionaries to check the spelling and meaning of words. Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.	Use further prefixes and suffixes and understand the guidance for adding them. Use dictionaries to check the spelling and meaning of words. Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.
Vocabulary	Literacy: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Leave spaces between words. join words and joining clauses using "and". Use familiar adjectives to add detail e.g. red apple, bad wolf.	Use expanded noun phrases to describe and specify. Attempt some varied vocab and use some varied sentence openings.	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Choose nouns or pronouns	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Choose nouns or pronouns	Use a thesaurus. Use expanded noun phrases to convey complicated information concisely. Use modal verbs or adverbs to indicate degrees of possibility.	Use a thesaurus. Use expanded noun phrases to convey complicated information concisely. Use modal verbs or adverbs to indicate degrees of possibility.

				appropriately for clarity and cohesion and to avoid repetition.	appropriately for clarity and cohesion and to avoid repetition.		
Grammar		Plural suffixes: Add -s or -es to form regular plural nouns (e.g., <i>dog, dogs; wish, wishes</i>) and understand how it changes meaning. Verb suffixes: Add suffixes to verbs where no root spelling changes, including -ing, -ed, and -er (e.g., <i>helping, helped, helper</i>). Prefixes: Apply the prefix un- to verbs and adjectives to change the meaning to the inverse or negative (e.g., <i>untie, unkind</i>) Word spacing: Leave clear spaces between words when writing. Coordination: Join words and clauses together using the coordinating conjunction "and". Sentence composition: Understand that sequences of words form complete sentences.	Types of Sentences: Sentences with different forms; statement, question, exclamation and command Phrasing: Expanded noun phrases to describe and specify Verb Tenses: Use the present and past tenses correctly and consistently including the progressive form Subordination: (using when, if, that, or because) and co-ordination (using or, and, or but) Grammar for Year 2 in English Appendix 2 of the National Curriculum	Conjunctions: Extension of the range of sentences with more than one clause by using a wider range of conjunctions (e.g., when, if, because, although). Articles: Using <i>a</i> or <i>an</i> correctly based on whether the next word begins with a consonant or a vowel. Morphology: Word families based on common root words (e.g. writer, written, writing, underwrite, rewrite, writes) Sentence Level: Expressing time, place, and cause using conjunctions (e.g., <i>when, before, while</i>), adverbs (e.g., <i>then, next, soon</i>), or prepositions (e.g., <i>before, after, during, in</i>). Verb Tense: Using the present perfect form of verbs in contrast to the past tense.	Plural and Possessive -s: Understand the grammatical difference between plural nouns and possessive -s, including correct apostrophe placement for plural possession (e.g., <i>dog's</i> vs. <i>dogs'</i>) Standard English: Use standard verb inflections rather than local spoken forms (e.g., using "we were" instead of "we was", or "I did" instead of "I done") Clauses and Conjunctions: Extend sentences with more than one clause by using a wider range of conjunctions, such as <i>when, if, because</i>, and <i>although</i>. Time, Place, and Cause: Express time, place, and cause using conjunctions (<i>when, before, after, while, so, because</i>), adverbs (<i>then, next, soon, therefore</i>), or prepositions (<i>before, after, during, in</i>,	Relative Clauses: Use relative clauses beginning with <i>who, which, where, when, whose, that</i>, or with an implied/omitted relative pronoun Word Conversion: Convert nouns or adjectives into verbs using suffixes (such as <i>-ate, -ise, or -ify</i>) Verb Prefixes: Understand and use verb prefixes (like <i>dis-, de-, mis-, over-, and re-</i>) Paragraph Cohesion: Build cohesion within and across paragraphs using devices like determiners, pronouns, conjunctions, and adverbials. Adverbials: Link ideas across paragraphs using adverbials of time (<i>later</i>), place (<i>nearby</i>), number (<i>secondly</i>), or tense choices. Organisational Devices: Use headings,	Passive Voice: Use passive verbs to change how information is presented in a sentence (e.g., <i>The window was broken by the ball</i> instead of <i>The boy broke the window</i>). Subjunctive Form: Recognise and use formal subjunctive structures (e.g., <i>If I were you... or It is vital that he arrive early</i>). Verb Perfection: Use the perfect form of verbs to show relationships of time and cause (e.g., <i>The match had finished before it started raining</i>). Expanded Noun Phrases: Build long, detailed noun phrases to explain complex ideas concisely (e.g., <i>the strict teacher with the loud voice</i>). Modal Verbs and Adverbs: Show degrees of possibility using words like <i>might, should, will</i>,

					<i>because of</i>). Fronted Adverbials: Use fronted adverbials (words or phrases at the beginning of a sentence that describe how, when, or where). Verb Tenses: Use the present perfect form of verbs (<i>he has gone</i>) in contrast to the simple past tense (<i>he went</i>).	sub-headings, bullet points, and underlining to guide the reader	<i>perhaps, or surely.</i> Relative Clauses: Use clauses beginning with <i>who, which, where, when, whose, that</i>, or with an omitted relative pronoun. Formal and Informal Register: Switch between everyday speech and formal vocabulary/structures (e.g., changing <i>ask for</i> to <i>request</i>).
Punctuation		Sentence boundaries: Demarcate sentences using a capital letter and a full stop, question mark, or exclamation mark. Capitalisation: Use capital letters for the names of people, places, the days of the week, and the personal pronoun "I"	Familiar & New Marks: Consolidating capital letters and full stops while introducing question marks and exclamation marks. Commas for Lists: Learning to separate items in a list using commas. Apostrophes: Using apostrophes for shortened words/contracted forms (e.g., <i>don't, can't</i>) and for singular possession (e.g., <i>the girl's book</i>)	Speech Punctuation: Introduction to inverted commas to punctuate direct speech.	Direct Speech: Use and punctuate direct speech accurately, including the introduction of inverted commas (speech marks) Fronted Adverbial Commas: Use a comma immediately after a fronted adverbial Possessive Apostrophes: Indicate singular and plural possession using apostrophes	Parenthesis: Use brackets, dashes, or commas to indicate parenthesis (adding extra subordinate information). Clarifying Meaning: Use commas accurately to clarify meaning and avoid ambiguity in complex sentences. Speech Punctuation: Use correct punctuation for direct speech, including inverted commas and starting a new line for each speaker	Colons and Semi-colons: Use semi-colons, colons, and dashes to mark boundaries between independent clauses. Lists: Use colons to introduce a list and semi-colons to separate items in a complex list. Hyphens: Use hyphens to avoid ambiguity (e.g., differentiating between a <i>man eating shark</i> and a <i>man-eating shark</i>). Bullet Points: Structure layout using consistent bullet points or tables

