

Progression of Skills - Writing

Writing							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Grammar - Word	Spell words by identifying sounds in them and representing the sounds with a letter or letters	Use plural noun suffixes -s and -es Add suffixes to verbs where no change is needed to the root Change the meaning of verbs and adjectives by adding prefix un	Form nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman] Form adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) Use the suffixes -er, -est in adjectives and use -ly in Standard English to turn adjectives into adverbs	Form nouns with a range of prefixes [for example super-, anti-, auto-] Use a or an according to whether the next word begins with a vowel or con-sonant	Recognise the grammatical difference between plural and possessive -s Use standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]	Convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Use verb prefixes [for example, dis-, de-, mis-, over- and re-]	Recognise vocabulary and structures for formal speech and writing, including subjunctive forms
Grammar - Sentence - Cohesion - Detail			Write expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]		Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)	Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	

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Grammar - sentence - Cohesion Varying sentence types	Write recognisable letters, most of which are correctly formed	Combine words to make sentences Leave spaces between words Join words and clauses using and Sequence sentences to form short narratives	Use subordination (using when, if, that, because) and co-ordination (using or, and, but) Write sentences with different forms: Statement, question, exclamation or command	Express time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun	
Grammar - Cohesion - Paragraphs				Group related ideas into paragraphs Use headings and subheadings to aid presentation	Use paragraphs to organise ideas around a theme	Organise paragraphs around a theme with a focus on more complex narrative structures	Use layout devices
Grammar - Cohesion - Within paragraphs				Expressing time, place and cause using conjunctions, adverbs and prepositions	Use Fronted adverbials [for example, later that day, I heard the bad news.] Choose appropriate pronouns or nouns within and across sentences to aid cohesion and avoid repetition	Use devices to build cohesion within a paragraph [for example, then, after that, this, firstly]	
Grammar - Cohesion - Between Paragraphs				Expressing time, place and cause using conjunctions, adverbs and prepositions	Use Fronted adverbials [for example, later that day, I heard the bad news.]	Link ideas across paragraphs using adverbials of time [for example, later], place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]	Link ideas across paragraphs using a wider range of cohesive devices [for example, repetition, adverbials, ellipsis]

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Grammar - Cohesion - Tenses			Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	Use the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]		Link ideas using tense choices Use modal verbs [for example, might, should, will, must] or adverbs [for example, perhaps, surely] to indicate degrees of possibility	Use the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)]. Use subjunctive forms such as If I were or Were they to come in some very formal writing and speech
Grammar - Punctuation		Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences Use commas to separate items in a list Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]	Use inverted commas to punctuate direct speech	Use commas after fronted adverbials Indicate apostrophes to mark plural possession [for example, the girl's name, the girls' names] 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 commas to clarify meaning or avoid ambiguity Use brackets, dashes or commas to indicate parenthesis	Use the semi-colon, colon and dash to mark the boundary between independent clauses [for example, it's raining; I'm fed up] Use the colon to introduce a list and use semi-colons within lists Punctuate bullet points consistently Use hyphens to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover]

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Writing composition	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters</p> <p>Write simple phrases and sentences that can be read by others</p>	<p>Write sentences: Say out loud what is going to be written about Compose a sentence orally before writing it Sequence sentences to form short narratives Re-read and check sense Discuss what has been written with the teacher or other pupils Read writing aloud clearly enough to be heard by peers and the teacher</p>	<p>Develop positive attitudes towards and stamina for writing: Write narratives about personal experiences and those of others (real and fictional) Write about real events Write poetry Write for different purposes Plan or say out loud what is going to be written about Write down ideas, key words, new vocabulary Encapsulate what is to be written, sentence by sentence Make simple additions, revisions and corrections: Evaluate writing with the teacher and other pupils Re-read to check sense Proof-read to check for errors in spelling, grammar and punctuation Read aloud with intonation</p>	<p>Plan writing: Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Draft and write: Compose and rehearse sentences orally Build a varied and rich vocabulary Build an increasing range of sentence structures In narratives, create settings, characters and plot In non-narrative use simple organisational devices such as heading, sub-headings Evaluate and edit: Assess the effectiveness of own and others' writing Propose changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Plan writing: Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Draft and write: Compose and rehearse sentences orally Build a varied and rich vocabulary Build an increasing range of sentence structures In narratives, create settings, characters and plot In non-narrative use simple organisational devices such as heading, sub-headings Evaluate and edit: Assess the effectiveness of own and others' writing Propose changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Plan writing: Identify the audience for and purpose of writing Note and develop initial ideas, drawing on reading and research Draft and write: Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Précis longer passages Use a wide range of devices to build cohesion Use organisational and presentational devices Evaluate and edit: Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use consistent and correct tense Subject and verb agreement when using singular and plurals Distinguish between the language of speech and writing Choose the appropriate register Proof-read for spelling and punctuation errors</p>	<p>Plan writing: Identify the audience for and purpose of writing Note and develop initial ideas, drawing on reading and research Draft and write: Enhance meaning through selecting appropriate grammar and vocabulary Describe settings, characters and atmosphere Integrate dialogue to convey character and advance the action Précis longer passages Use a wide range of devices to build cohesion Use organisational and presentational devices Evaluate and edit: Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Use consistent and correct tense Subject and verb agreement when using singular and plurals Distinguish between the language of speech and writing Choose the appropriate register Proof-read for spelling and punctuation errors</p>
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Oracy Route A

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	The Gingerbread Man Retelling Speak loudly enough to be heard and understood. To pronounce words clearly when speaking.	Lost and Found (B1) Narrative Listens to others and changes their mind based on what they have heard. To give reasons for their opinions.	Lost and Found (B1) Narrative To build on other people's ideas during discussions. Use appropriate sentence stems when building on the ideas of others or challenging them.	Seal Surfer (B1) Narrative Vary tone of voice in order to convey meaning, e.g. sad tone for a sad part of the story.	Seal Surfer (B1) Narrative Consider the impact of their words on others when giving feedback.	Star of Fear, Star of Hope (A1) Narrative-Flashback Speak with passion about a topic which is important to them. To be able to read a room or group and act accordingly.	Star of Fear, Star of Hope (A1) Narrative-Flashback Be comfortable using idiom and expressions.
Autumn 2	I'm Going to Eat This Ant Lists To take turns in a conversation with a friend, adult or working in a group.	The Owl Who Was Afraid of the Dark (A2) Non-Chronological Report To ask relevant questions when they haven't understood. To pronounce a wide range of words correctly when speaking.	The Owl Who Was Afraid of the Dark (A2) Non-Chronological Report To ask specific questions to find out more. To start to use gestures to support ideas e.g. gesturing towards someone if they are referencing them.	Winter's Child (B2) Narrative Fantasy Choose specialist language and vocabulary appropriately.	Winter's Child (B2) Narrative Fantasy To use carefully considered words and phrases which matches the purpose of the talk.	Lost Happy Endings (B2) Fiction Listen for extended periods of time.	Lost Happy Endings (B2) Fiction Construct a detailed argument or complex narrative.
Spring 1	Naughty Bus Recount To describe in detail events that have happened to them.	The Lion Inside (B3) Narrative To use vocabulary appropriate to the specific topic. To try out new words.	The Lion Inside (B3) Narrative To adapt speech to different situations e.g. when talking to an adult/ in assembly as oppose to when speaking to friends.	Big Blue Whale (B3) Persuasion Leaflet Explain opinions which aren't their own during a debate. To reflect on discussions and decide how to improve.	Big Blue Whale (B3) Persuasion Leaflet Use pauses for effect when presenting e.g. when telling a joke. To give evidence for their opinions.	Arthur and the Golden Rope (B3) Myth Use an increasingly sophisticated range of sentence stems with fluency and accuracy.	Arthur and the Golden Rope (B3) Myth Vary sentence structures and length for effect when speaking.
Spring 2	The Journey Home Fiction To ask questions. Give a relevant answer	Major Glad Major Dizzy (A4) Recount To use conjunctions such as firstly,	Major Glad Major Dizzy (A4) Recount Identify the audience and begin to target	Stone Age Boy (B4) Narrative Portal Story Changes position and posture when	Stone Age Boy (B4) Narrative Portal Story To reflect on their areas of strength/	Island (A4) Journalistic Writing Discussion Draw on knowledge to support opinions and	Island (A4) Journalistic Writing Discussion Spontaneously respond to increasingly complex

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	when asked a question	secondly, finally to organise and sequence ideas. To explain events in chronological order.	talk which might interest them.	addressing an audience. Make precise language choices.	development in oracy.	explore alternative points of view.	questions citing evidence. Construct a detailed argument or complex narrative.
Summer 1	Silly Doggy Fiction Join ideas together using and, because or but. Use talk during play to practice new vocabulary.	Toys in Space (B5) Narrative To disagree with someone else's opinion. To use the appropriate tone of voice in the right context. To speak clearly and confidently in a range of contexts	Toys in Space (B5) Narrative To be aware if others haven't spoken and invite them to join the discussion.	Where The Forest Meets the Sea and Jungle Explorer (A5) Non-Chronological Report To be able to summarise a discussion. To reach a shared agreement during a discussion.	Where The Forest Meets the Sea and Jungle Explorer (A5) Non-Chronological Report To ask probing questions.	Manfish (A5) Biography Project their voice to a large audience e.g. during assemblies. Use increasingly natural gestures	Manfish (A5) Biography To speak fluently in front of an audience. Consciously adapt tone, pace and volume of voice within a situation. To use humour effectively.
Summer 2	Supertato Poster Listen to a friend and respond with an appropriate comment.	Goldilocks and Just One Bear (B6) Non-Chronological Report Organise a group discussion without adult support.	Goldilocks and Just One Bear (B6) Non-Chronological Report To ask specific questions to find out more. To start to use gestures to support ideas e.g. gesturing towards someone if they are referencing them.	Blue John (A6) Explanation Diary Adapt the content of their speech for a specific audience. Speak confidently in front of an audience	Blue John (A6) Explanation Diary Consider how they might move when speaking to an audience. Empathise with the audience.	Radiant Child The Story of Young Artist Jeon Michel Basquiat (B6) Information Project their voice to a large audience e.g. during assemblies. Use increasingly natural gestures.	Radiant Child The Story of Young Artist Jeon Michel Basquiat (B6) Information To use humour effectively. To have a stage presence.

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Oracy Route B

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	The Gingerbread Man Retelling Speak loudly enough to be heard and understood. To pronounce words clearly when speaking.	Troll Swap (A1) Narrative Recount Diary Information Leaflets linked to Topic Listens to others and changes their mind based on what they have heard. To give reasons for their opinions.	Troll Swap (A1) Narrative Recount Diary Information Leaflets linked to Topic To build on other people's ideas during discussions. Use appropriate sentence stems when building on the ideas of others or challenging them.	Gorilla (A1) Narrative Vary tone of voice in order to convey meaning, e.g. sad tone for a sad part of the story.	Gorilla (A1) Narrative Consider the impact of their words on others when giving feedback.	Queen of the Falls (B1) Diary Use an increasingly sophisticated range of sentence stems with fluency and accuracy.	Queen of the Falls (B1) Diary Vary sentence structures and length for effect when speaking.
Autumn 2	I'm Going to Eat This Ant Lists To take turns in a conversation with a friend, adult or working in a group.	Nibbles the Book Monster (B2) Recount Diary To use conjunctions such as firstly, secondly, finally to organise and sequence ideas. To explain events in chronological order.	Nibbles the Book Monster (B2) Recount Diary Identify the audience and begin to target talk which might interest them.	Leon and the Place Between (A2) Recount To be able to summarise a discussion. To reach a shared agreement during a discussion.	Leon and the Place Between (A2) Recount To ask probing questions.	Can We Save the Tiger (A2) Hybrid-Information, Explanation, and Persuasion, Narrative Draw on knowledge to support opinions and explore alternative points of view.	Can We Save the Tiger (A2) Hybrid-Information, Explanation, and Persuasion, Narrative Spontaneously respond to increasingly complex questions citing evidence. Construct a detailed argument or complex narrative.
Spring 1	Naughty Bus Recount To describe in detail events that have happened to them.	Dragon Machine (A3) Narrative Non-Chronological Report linked to Topic Organise a group discussion without adult support.	Dragon Machine (A3) Narrative Non-Chronological Report linked to Topic To ask specific questions to find out more. To start to use gestures to support ideas e.g. gesturing towards someone if they are referencing	Escape from Pompeii (A3) Warning Narrative Choose specialist language and vocabulary appropriately.	Escape from Pompeii (A3) Warning Narrative To use carefully considered words and phrases which matches the purpose of the talk.	The Selfish Giant (A3) Narrative Non-Chronological Listen for extended periods of time.	The Selfish Giant (A3) Narrative Non-Chronological Construct a detailed argument or complex narrative.

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			them.				
Spring 2	The Journey Home Fiction To ask questions. Give a relevant answer when asked a question	The Curious Case of the Missing Mammoth (B4) Fiction Adventure To use vocabulary appropriate to the specific topic. To try out new words.	The Curious Case of the Missing Mammoth (B4) Fiction Adventure To adapt speech to different situations e.g. when talking to an adult/ in assembly as oppose to when speaking to friends.	Koji's Island Amazing Islands (A4) Narrative-Adventure Changes position and posture when addressing an audience. Make precise language choices.	Koji's Island Amazing Islands (A4) Narrative-Adventure To reflect on their areas of strength/ development in oracy.	The Darkest Dark (B4) Biography Project their voice to a large audience e.g. during assemblies. Use increasingly natural gestures	The Darkest Dark (B4) Biography To speak fluently in front of an audience. Consciously adapt tone, pace and volume of voice within a situation. To use humour effectively.
Summer 1	Silly Doggy Fiction Join ideas together using and, because or but. Use talk during play to practice new vocabulary.	Lost Wolf (A5) Letter To ask relevant questions when they haven't understood. To pronounce a wide range of words correctly when speaking.	Lost Wolf (A5) Letter To build on other people's ideas during discussions. Use appropriate sentence stems when building on the ideas of others or challenging them.	Journey (B5) Narrative Adapt the content of their speech for a specific audience. Speak confidently in front of an audience	Journey (B5) Narrative Consider how they might move when speaking to an audience. Empathise with the audience.	Paperbag Prince (B5) Hybrid Persuasive Information/Explanation Leaflet Speak with passion about a topic which is important to them. To be able to read a room or group and act accordingly.	Paperbag Prince (B5) Hybrid Persuasive Information/Explanation Leaflet Be comfortable using idiom and expressions.
Summer 2	Supertato Poster Listen to a friend and respond with an appropriate comment.	Grandad's Secret Giant (A6) Narrative To disagree with someone else's opinion. To use the appropriate tone of voice in the right context. To speak clearly and confidently in a range of contexts	Grandad's Secret Giant (A6) Narrative To be aware if others haven't spoken and invite them to join the discussion.	Zeraffa Giraffa (B6) Information Persuasive Leaflet Narrative Explain opinions which aren't their own during a debate. To reflect on discussions and decide how to improve.	Zeraffa Giraffa (B6) Information Persuasive Leaflet Narrative Use pauses for effect when presenting e.g. when telling a joke. To give evidence for their opinions.	Sky Chasers (A6) Autobiography Project their voice to a large audience e.g. during assemblies. Use increasingly natural gestures.	Sky Chasers (A6) Autobiography To use humour effectively. To have a stage presence.