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|  | **Writing Progression of skills** | | | | | |
|  | **Phonics/Whole word spelling** | **Other Spelling** | **Handwriting** | **Vocabulary** | **Grammar and grammar terminology** | **Punctuation** |
| **FS** | Spell word in ways that match spoken sounds using knowledge of phonics | Write some irregular common words | Sit at a table, holding a pencil comfortably and correctly. | |  |  |  | | --- | --- | --- | |  |  |  | |  |  |
| **Y1** | |  |  |  | | --- | --- | --- | | •words containing each of the 40+ phonemes taught  • common exception words  • the days of the week  • name the letters of the alphabet in order  • using letter names to distinguish between alternative spellings of the same sound |  |  | | • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs  • using the prefix un–  • using –ing, –ed, –er and –est where no change is needed in the spelling of root words  • apply simple spelling rules and guidance | • sit correctly at a table, holding a pencil comfortably and correctly.  • begin to form lower-case letters in the correct direction, starting and finishing in the right place.  • form capital letters  • form digits 0-9  • understand which letters belong to which handwriting ‘families’ and to practise these. | • leaving spaces between words  • joining words and joining clauses using "and"   |  |  |  | | --- | --- | --- | |  |  |  | | • regular plural noun suffixes (-s, -es)  • verb suffixes where root word is unchanged (-ing, -ed, -er)  • un- prefix to change meaning of adjectives/adverbs  • to combine words to make sentences, including using and  • Sequencing sentences to form short narratives.  • separation of words with spaces  • sentence  demarcation (. ! ?)  • capital letters for names and pronoun 'I')  **letter, capital letter, word, singular, plural , sentence punctuation, full stop, question mark, exclamation mark** | |  |  |  | | --- | --- | --- | | • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  • using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ |  |  | |
| **Y2** | • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly  • learning 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  • learning to spell common exception words  • distinguishing between homophones and near-homophones | • learning the possessive apostrophe (singular)  • learning to spell more words with contracted forms  • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly  • apply spelling rules | • form lower-case letters of the correct size relative to one another  • start using some of the diagonal and horizontal strokes 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. | • expanded noun phrases to describe and specify | • sentences with different forms: statement, question, exclamation, command  • 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)  • some features of written Standard English  • suffixes to form new words (-ful, -er, -ness)  • sentence demarcation  • commas in lists  • apostrophes for omission & singular possession  **noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma** | • learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) |
| **Y3** | • spell further homophones  • spell words that are often misspelt | • 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 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  • increase the legibility, consistency and quality of their writing | |  |  |  | | --- | --- | --- | | • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition  • using conjunctions, adverbs and prepositions to express time and cause. (and place) |  |  | | • using the present perfect form of verbs in contrast to the past tense  • form nouns using prefixes (super-, anti-)  • use the correct form of 'a' or 'an'  • word families  based on common words (solve, solution, dissolve, insoluble)  **adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or ‘speech marks’)** | • using and punctuating direct speech (i.e. Inverted commas) |
| **Y4** | |  |  | | --- | --- | | • spell further homophones  • spell words that are often misspelt |  | | |  |  |  | | --- | --- | --- | | • 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 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  • increase the legibility, consistency and quality of their handwriting | • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although  • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition | • using fronted adverbials  • difference between plural and possessive –s    • Standard English verb inflections (I did vs I done)  • extended noun phrases, including with prepositions  • appropriate choice of pronoun or noun to create cohesion  **determiner, pronoun, possessive pronoun, adverbial** | • using commas after fronted adverbials  • indicating possession by using the possessive apostrophe with singular and plural nouns  • using and punctuating direct speech (including punctuation within and surrounding inverted commas) |
| **Y5**  . | • 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 | |  |  |  | | --- | --- | --- | | • 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 |  |  | | • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  • choosing the writing implement that is best suited for a task | • use a thesaurus  • using expanded  noun phrases to convey complicated information concisely  • using modal verbs or adverbs to indicate degrees of possibility | • using the perfect form of verbs to mark relationships of time and cause  • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun  • converting nouns or adjectives into verbs  • verb prefixes  • devices to build cohesion, including adverbials of time, place and number  **modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity** | • using commas to clarify meaning or avoid ambiguity in writing  • using brackets, dashes or commas to indicate parenthesis |
| **Y6** | • 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. | • 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 | • choosing which shape of a letter to use when given  choices and deciding whether or not to join specific letters  • choosing the writing implement that is best suited for a task | • use a thesaurus  • using expanded noun phrases to convey complicated information concisely  • using modal verbs or adverbs to indicate degrees of possibility | • recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms  • using passive verbs to affect the presentation of information in a sentence  • using the perfect form of verbs to mark relationships of time and cause  • differences in informal and formal language  • synonyms & Antonyms  • further cohesive devices such as grammatical connections and adverbials  • use of ellipsis  **subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points** | • using hyphens to avoid ambiguity  • using semicolons, colons or dashes to mark boundaries between independent clauses  • using a colon to introduce a list punctuating bullet points consistently |