



St Martin's Catholic Primary School

Progression in Writing Skills and Knowledge

EYFS to Year 6

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<i>Pupils should be taught to use:</i>						
Punctuation	Finger spaces	Capital letters or names and the personal pronoun 'I' Capital letters at the beginning of sentences Full stops Question marks Exclamation marks Consistent finger spaces	Commas to separate lists Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.	Inverted commas for direct speech	Inverted commas and other punctuation to mark direct speech (punctuation after the reporting clause and end punctuation within the inverted commas. Apostrophe for the plural possession (the girl's name/ the girls' names Commas for a fronted adverbial (amendment May 2021) KMT	Inverted commas and other punctuation to indicate direct speech (use of a lower case letter after a question or exclamation where the speaker is identified. <i>"Stop!" screeched Mum.</i> Brackets, dashes or commas to indicate parenthesis. Commas to clarify meaning and avoid ambiguity. Colons to introduce speech in playscripts Other punctuation conventions of playscripts, such as lack of inverted commas for speech and brackets and italics for stage directions.	Inverted commas and other punctuation to indicate direct speech : where the speaker is identified between two sections of dialogue <i>" I like that," smiled Sarah, " because it's exactly what I asked for."</i> A semi-colon, colon or dash to mark the boundary between independent but related clauses <i>(It's raining: I'm fed up)</i> A colon to introduce a list and use semi-colons within lists. Conventions for punctuation bullet points to list information Hyphens to avoid ambiguity (<i>recover and re-cover / man eating shark and man-eating shark</i>) Ellipsis

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	<i>Pupils should be taught to use</i>						
Conjunctions	Once Upon a Time Then So And But Next In the end	Now Soon First After that One day/night Suddenly On Tuesday...	As Or If Because Until When That	Although After Before Unless However Without warning Therefore Whenever While	Meanwhile Finally In conclusion In addition/ Additionally	Except Despite In comparison to Instead of	If necessary According to Consequently Nevertheless Whereas

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	<i>Pupils should be taught to use and understand the terms:</i>						
Terminology	Book Page Story Beginning Middle End Rhyme Poem/Poetry Character Word Finger space Phoneme Grapheme Diagraph Trigraph Blend/blending	Letter Capital Letter Singular Plural Sentence Punctuation Full stop Question mark Exclamation mark Conjunction Punctuation mark	Noun Noun phrase Statement Question Exclamation Command Compound Suffix Adjective Adverb Verb Tense – present/past Apostrophe Comma Introduction Build up Problem	Preposition Conjunction Word family Prefix Clause Subordinate clause Direct speech Consonant Vowel Inverted commas Paragraph Dialogue Heading Sub heading Prepositional phrases	Determiner Pronoun Possessive pronoun Adverbial Metaphor Imperative 1 st 2 nd 3 rd person Common/Proper/ Collective noun Onomatopoeia Rhetorical question Word class	Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion Ambiguity Formal/Informal Hyperbole Literal/ figurative Modifiers Abstract/Concrete nouns Verb form Fact Opinion	Subject Object Active passive Synonym Antonym Ellipsis Hyphen Colon Semi colon Bullet points Fluent/fluency Personification Cohesion Subjunctive mood Superlative Past progressive Perfect verb form Progressive verb form Subordinating conjunction Co ordinating conjunction

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Handwriting	Give meaning to the marks they make as they draw, write or paint	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' (i.e. letters that are formed in similar ways) and to practise these. Use appropriate finger spacing Position writing appropriately on the page Write left to right and top to bottom.	<i>As soon as children are able to form letters securely they should be taught to write with a cursive style.</i> 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 unjoined. 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.	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].	Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. <i>Use joined handwriting as appropriate in all of their written work across the curriculum.</i>	Write legibly, fluently and with increasing speed by: Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Begin to independently choose the writing implement that is best suited for a task.	Consistently write more fluently, choosing appropriate speed and standard for the task while retaining legibility. Use an unjoined style where appropriate e.g. email address , labelling Develop an increasingly personal style . Always choose the right implement to suit the task.

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Use conjunctions to help their oral structuring of stories Attempt to write short sentences in a meaningful context Write their own name and simple labels and captions	Write from memory simple sentences dictated by the teacher that include words using the GPC's and common exception words taught so far. Join words and clauses using the conjunction 'and' as well as other conjunctions appropriate for Year 1. Compose sentences orally and write them down, recognising sentence boundaries in spoken sentences. Begin to use distinctive features of Standard English (replacing dialect : yeah might be replaced with yes) Begin to use imperative sentences.	Use appropriate subordinating and co-ordinating conjunctions. Write sentences with different forms: statement, question, exclamation, command Recognise how the grammatical patterns in a sentence indicate its function : e.g. It starts with a questioning word and so it is a question. Write from memory simple sentences dictated by the teacher that include words using the GPC's and common exception words and punctuation taught so far taught so far. Use distinctive features of Standard English (I dunno might be replaced with I don't know)	Begin to extend the range of sentences with more than one clause by using a wider range of conjunctions Use a range of sentence structures and forms appropriately : simple, compound and some complex structure as well as statement, question, exclamation, command Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far taught so far. Use features of written Standard English consistently (I dunno might be replaced with I don't know) Expand their range of vocabulary to include words and phrases in their writing which are appropriate to	Begin to extend the range of sentences with more than one clause by using a wider range of conjunctions Use an increasing range of sentence structures for effect : Short sentences to alter pace, longer sentences, simple, compound and complex. Write from memory simple sentences dictated by the teacher that include words and punctuation taught so far taught so far to develop speed and stamina. Use features of written Standard English consistently (I dunno might be replaced with I don't know) Expand their range of vocabulary to include words and phrases in their writing which are appropriate to spelling ability and start to use a dictionary to	Use relative clauses beginning with , who, which, where, when, whose, that or an omitted relative pronoun. Always use features of written Standard English (I dunno might be replaced with I don't know) Begin to be more selective with vocabulary, sentence construction and grammar, showing understanding that choices can change and enhance meaning. Use expanded noun phrases to convey complicated information. ' The rare and beautiful butterfly, whose blue and green wings are about 6 inches across and have crimson tips) Construct effective similes and metaphors.	Use relative clauses beginning with , who, which, where, when, whose, that or an implied relative pronoun. Always use features of written Standard English (I dunno might be replaced with I don't know) except where appropriate in narrative dialogue. Select appropriate vocabulary, sentence construction and grammar, understanding how choices can change and enhance meaning. (short sentences for tension, and increased pace rich vocabulary for description, colons and semi-colons to clarify meaning. Use expanded noun phrases to convey complicated information: The rare, beautiful, six-inch long butterfly with crimson-tipped blue and green wings.

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TEXT CONSTRUCTION : sentence level			Draw on and use new vocabulary from their reading, their discussions about it and from wider experiences. (newly learnt subject specific vocabulary, descriptive language) Use expanded noun phrases to describe and specify Construct simple similes Incorporate some time adverbials (next, as soon as, Later on...) Use pattern of three for description (he was old, bald and smiley)	their spelling ability. Use expanded noun phrases more consistently incorporating modifying adjectives and nouns. (the beautiful, blue butterfly with fluttery wings) to describe and specify Construct simple similes using 'like' or 'as' Experiment with a greater range of simple adverbials including some fronted adverbials. Use pattern of three for description and expand appropriately. (he was old, bald and really smiley) Begin to use nouns and pronouns appropriately for clarity, cohesion and the avoidance of repetition.	check spelling. (newly learnt subject specific vocabulary, descriptive language used by peers and teacher in classwork) Use expanded noun phrases more consistently and confidently incorporating modifying adjectives and nouns and prepositional phrases (the beautiful, blue butterfly with fluttery wings on its back) to describe and specify Construct a variety of similes using 'like' or 'as' Increase the range of adverbials used ensuring positioning throughout a sentence included fronted adverbials. Use a pattern of three to describe and expand effectively. he was surprisingly old, totally bald and wore a cheeky grin) Show consistency in decisions as to whether to use	Further increase the range of adverbials including fronted adverbials and begin to use modal verbs and adverbs to indicate degrees of possibility. . Use a pattern of three for description and begin to expand each part into a full phrase to make it effective. . We have been struggling to find food we can afford, clothes thick enough to keep us warm and transport that is direct enough to get us to work on time Consistently use appropriate nouns or pronouns for clarity and cohesion and to avoid repetition. Be specific with word choices to create effect. Confidently use rhetorical questions Recognise and use first, second and third person.	Construct a variety of effective similes and metaphors. Further increase the range of adverbials including fronted adverbials and use modal verbs and adverbs to indicate degrees of possibility. Use a pattern of three for description and effectively expand each part into a full phrase or use rhetorical devices to make it effective. . We have been struggling to find food we can afford, clothes thick enough to keep us warm and transport that is direct enough to get us to work on time Consistently and effectively use appropriate nouns or pronouns for clarity and cohesion and to avoid repetition. Be specific with word choices to create

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TEXT CONSTRUCTION : sentence level					nouns or pronouns for clarity, cohesion and avoidance of repetition. Begin to be more specific with word choice (the man got in the car might become Simon jumped quickly into his red BMW.) Begin to use rhetorical questions in persuasive writing How would you like to sleep on the street?	Recognise the structure and vocabulary that is appropriate for formal speech and writing Recognise passive verbs and start to use them in formal speech and writing Recognise the perfect form of verbs and begin to use them to mark relationships of time and cause.	the desired effect . Confidently use rhetorical questions to good effect. Correctly use first, second and third person Recognise and independently use the structure and vocabulary that is appropriate for formal speech and writing- including the subjunctive form. Use passive verbs to affect the presentation of information in a sentence. Use the perfect form of verbs and begin to use them to mark relationships of time and cause.

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STRUCTION ; Text level	Orally retell a story showing an understanding of story structure Orally invent at least part of a story, attempting to follow the same basic story structure that they have experienced through being read to.	Begin to write about more than one idea Begin to use simple sentences to record their orally invented story supported by simple conjunction prompts. Begin to group related ideas.	Begin to write about more than one idea, using simple sequencing. develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional) writing about real events (e.g. school trip or PE lesson) writing poetry writing for different purposes (to inform, instruct) Use the present and past tense correctly and consistently including the progressive form: <i>She is drumming,</i> <i>He was shouting</i> Can group related ideas together.	In non narrative writing, can use simple organisational devices (paragraphs or headings) In narratives create basic characters, settings and plot based on their reading using simple description and conjunctions appropriate to Year 3 and beginning to use some dialogue. Write for a range of real purposes and audience as part of their work across the curriculum and make some decisions about the form their writing should take (e.g. explanation text, or descriptive writing) (Begin to use paragraphs and understand that they should be based upon a theme. Recognise that writing has a 'hook' to draw the reader in(action, dialogue, description) and attempt to use this.	In non narrative writing, can use simple organisational devices (paragraphs sub-headings and headings) In narratives create characters, settings and plot often based on their reading using dialogue and with the description of each of these demonstrating appropriate and effective range of vocabulary and conjunctions. Write for an increasing range of real purposes and audience as part of their work across the curriculum and make some decisions about the form their writing should take (e.g. narrative, a report explanation text, or descriptive writing) Organise paragraphs around a theme. Use a hook to draw the reader in(action, dialogue, description)	Use further organisational devices and some presentational devices to structure texts and begin to guide the reader. In narratives, describe settings and characters, using dialogue to convey character and advance the action Write for a wide range of real purposes and audience as part of their work across the curriculum and make some decisions about the form their writing should take (e.g. narrative, a report explanation text, or descriptive writing) Use tense accurately and consistently. Expand the range of organisational devices to build cohesion within and across paragraphs (e.g. appropriate conjunctions) and linking ideas across paragraphs using adverbials.	Use further organisational devices and some presentational devices to structure texts and begin to guide the reader. (bullet points, underlining) In narratives, describe settings, characters and atmosphere integrating dialogue to convey character and advance the action, or use fronted adverbials to draw the reader in. Write for an increasingly wide range of real purposes and audience as part of their work across the curriculum and make some decisions about the form their writing should take (e.g. narrative, a report explanation text, or descriptive writing) Use a range of tenses accurately and consistently.

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STRUCTION ; Text level		.	.			Confidently use a hook to draw the reader in(action, dialogue, vivid description	Use a wide range of devices to build cohesion within and across paragraphs (e.g. appropriate conjunctions, repetition of a word of phrase) and linking ideas across paragraphs using adverbials. Confidently and effectively use a hook to draw the reader in(action, dialogue, vivid description)

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Planning	Say out loud the words and/or sentences that they intend to write Segment the sounds in simple words and blend them together in order to make phonetically plausible attempts at writing them. Recognise the features of some forms of writing (stories and poems)	Say out loud what they are going to write about in advance Orally compose sentences and/or whole texts. Recognise the features of different forms of writing e.g. instructions, information, stories and poems	Consider what they are going to write before beginning wither by oral rehearsal, a simple written plan or a combination of the two. Use drama and role play to develop and order their ideas through playing roles and improvising scenes in various settings Recognise and consider the features of several different forms of writing e.g. instructions, information texts, stories and poems. Include new vocabulary and/or key words in their plan, drawn from their own reading or class reading of a model text.	Compose and rehearse sentences orally (including dialogue) progressively building a varied vocabulary and a range of sentence structures. Plan their writing by discussing and recording ideas using role play to develop and sequence their ideas. Discuss writing similar to that which they are planning to write and understand and learn from its sentence structure, vocabulary an ideas. Plan vocabulary with which to create settings, characters and plots in narrative writing Plan to use paragraphs by grouping relevant information. Begin to consider the intended effect on the reader Identify the viewpoint from which they are writing (supported)	Compose and rehearse sentences orally (including dialogue) progressively building a more rich and varied vocabulary and an increasing range of sentence structures. Plan their writing by discussing and recording ideas using role play to develop and sequence their ideas. Discuss writing similar to that which they are planning to write in order to understand and learn from its sentence , paragraph and whole text structure, vocabulary an ideas. Plan vocabulary with which to create appropriate and interesting settings, characters and plots.	Plan their writing by discussing and recording ideas using role play to develop and sequence their ideas and deepen understanding. Consider how writers have developed their ideas in similar writing and using this writing as models for their own. In narratives, plan to convey character and advance the action through dialogue and description of characters and settings Use appropriate organisational devices such as headings or subheadings Plan writing by identifying audience and purpose. Clearly identify the viewpoint from which they will be writing and carefully maintain this across the whole text.	Plan their writing by discussing and recording ideas using role play to develop and sequence their ideas and deepen understanding. Select appropriate ideas, vocabulary and grammatical form from model texts to improve the quality of their own writing. In all text forms, use appropriate details and conventions to convey the intended meaning and advance writing. Use appropriate organisational devices such as headings or subheadings or bullet points. Plan writing by identifying audience and purpose and effectively adjust planning in order to meet the requirements of these including selecting the appropriate form.

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Planning					Plan to use paragraphs by grouping relevant information demonstrating an increased level of confidence with where to use paragraph breaks Begin to consider the intended effect on the reader and adjust planning to achieve this. Clearly identify the viewpoint from which they are writing	Note and develop main ideas based on model texts and/or classwork Use deliberate vocabulary and grammar choices to enhance the mood and support the meaning of their writing. Plan to use the appropriate level of formality to suit the purpose of their writing.	Clearly identify the viewpoint from which they will be writing and carefully maintain this across the whole text. Use reading and research where appropriate to develop ideas Select appropriate grammar and vocabulary, understanding how such choices can change and enhance the meaning and mood of their writing Consistently plan to use the appropriate level of formality to suit the purpose of their writing. Precis long passages.

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Evaluation	Discuss words and/or short sentences they have written with the teacher Use appropriate grammatical terminology when discussing writing Read aloud what they have written	Discuss own writing with the teacher and understand that they can read back words that they have spelt to check their own understanding . Use appropriate grammatical terminology when discussing writing Read own writing aloud , clearly enough to be understood by peers and teachers.	Evaluate their own writing with the teacher or peers. Use appropriate grammatical terminology when discussing writing Read aloud what they have written to the teacher or a small group with appropriate intonation to make the meaning clear.	Assess and discuss the effectiveness of their own writing and suggest improvements and begin to monitor their own writing for sense in the same way that they monitor their own reading. Use appropriate grammatical terminology when discussing writing Read aloud their own writing to a group or the whole class using appropriate intonation to make the meaning clear.	Assess and discuss the effectiveness of their own writing and others' writing and suggest improvements to plot, vocabulary and grammar. Begin to monitor their own writing for sense in the same way that they monitor their own reading. Use appropriate grammatical terminology when discussing writing Read aloud their own writing to a group or the whole class using appropriate intonation and controlling the tone and volume to make the meaning clear	Assess the effectiveness of their own and other's writing discussing the shades of meaning created by their vocabulary and grammar choices Use appropriate grammatical terminology when discussing writing Perform their own compositions using appropriate intonation, volume and movement to make the meaning clear	Assess the effectiveness of their own and other's writing using appropriate grammatical terminology to specifically state what could be improved upon and where appropriate discuss the shades of meaning crated by their vocabulary and grammar choices. Perform their own compositions using appropriate intonation, volume and movement so that the shades of meaning are clear

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Editing	Re-read what they have written to share it with the teacher and/or their peers. Upon re-reading and discussing , understand that they can 'have another go' at writing a word or composing a sentence.	Re-read what they have written to check it makes sense. Upon re-reading and discussing , understand that they can 'have another go' at writing a word or composing a sentence based upon their developing understanding of phonic.	Re-read to check that their writing makes sense and proof read to check for errors in spelling, grammar and punctuation. Upon re-reading check that verbs to indicate time are used correctly including verbs in the continuous form and made other simple additions, revisions and corrections to writing.	Proof read their writing for spelling and punctuation errors appropriate to the level expected for their age group. Implement changes to grammar and vocabulary to improve consistency.	Proof read their own and others 'writing for spelling and punctuation errors appropriate to the level expected for their age group. Implement changes to grammar and vocabulary to improve consistency and effectiveness including the accurate use of pronouns in sentences.	Proof read their own and others 'writing for spelling and punctuation errors to a high degree of accuracy. Propose and implement changes to vocabulary, grammar and punctuation to clarify meaning and enhance effect. Ensure the correct use of tense throughout a piece of writing.	Proof read their own and others 'writing for spelling and punctuation errors to a high degree of accuracy. Propose and implement changes to vocabulary, grammar and punctuation to clarify meaning and enhance effect, giving reasoned explanations for their decisions. Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.