



St Andrew's CE Primary School
National Curriculum Skills Progression

Subject area: Writing

Curriculum leader: English Team

| MONTH BANDS | | EARLY LEARNING GOAL |
|-------------|--|--|
| 30-50 | <ul style="list-style-type: none"> Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places. Begins to see sounds from their own name in other words. | Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. |
| 40-60 | <ul style="list-style-type: none"> Gives meaning to marks they make as they draw, write and paint. Begins to break the flow of speech into words. Continues a rhyming string. Hears and says the initial sounds in words. Segments the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. Writes own name and other things such as labels and captions. Attempts to write short sentences in meaningful contexts. | |

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|--|--|--|--|---|
| Composition: Text Structure | <ul style="list-style-type: none"> Simple story maps are used to plan narratives and non-fiction text types are orally planned in simple sections. Sequenced simple sentences to form a short narrative with a start, middle and end are apparent. (Fairy Tales, Fantasy Worlds & Familiar Settings) Sentences are in chronological order to recount an event or experience. (Recounts & Information Texts) Instructions set out a process using numbers and clearly marked sections. Sentences start through use of time openers such as then, next, after and later etc. Some compound | <ul style="list-style-type: none"> Written planning outlines the content of writing and is referenced to. Ability to write a sequenced short story with a clearly defined start, middle and end. (Adventure, Fantasy & Traditional) Sequenced instructions using modal verbs and numbers to order. Related ideas are grouped together in sections in non-fiction texts, which begins to develop into an awareness of paragraphs. (Non-chronological Reports, Recounts and Information Texts) Developing use of subordination (when, if, that or because) and secure coordination (or, | <ul style="list-style-type: none"> Through the collection of ideas orally, planning is sequenced with a clear structure linked to the text type in developed story maps or under paragraph headings. Ability to write a generally well balanced 5 part narrative where the main conflict/problem is solved. (Adventure, Mystery and Familiar Settings) Endings of narratives are carefully thought out. Settings, characters and plot are developed through description. Consistent use of paragraphs in narrative and which link information together in non-fiction text types. | <ul style="list-style-type: none"> Produce carefully thought out plans that match finished independent pieces. Narratives (Historical, imaginary worlds and Dilemmas are well paced, with a build-up and complication that lead to a defined ending. Descriptions in narratives are made up of detail to help the reader gain a better understanding about the way the narrative is unfolding. Through character and setting. Characters are created with interaction to reveal feelings. A variety of sentences are used made up of phrases and different clause types. Paragraphs organise | <ul style="list-style-type: none"> Planning takes account of the audience and purpose of the writing. Narratives (Significant authors, myths and stories from other cultures) effectively develop characters, settings and atmosphere through detailed description. Paragraphing is controlled to organise writing into different information or events. Evidence of the application of specific features to ensure a text types matches its intention. Causal and logical connectives are used in addition to time openers (however or therefore). Cohesion in paragraphs is built up through the | <ul style="list-style-type: none"> The appropriate form and register are apparent for the text type. Main ideas in both fiction and non-fiction are sustained and developed logically. Planning uses paragraphs to structure the plot in narrative (Suspense, flashbacks and quest) showing changes in time, place and events. In non-fiction (biographies, newspapers, persuasions and arguments) paragraphs organise information logically. Cohesion across paragraphs is clear using repetition of a word or phrase, adverbials (on the other |

| | | | | | | |
|--|--|--|---|--|---|---|
| | <p>sentences using and, then or but are evident.</p> <ul style="list-style-type: none"> Evidence of an ability to comment both orally and in writing on the different features of fiction and non-fiction text types covered. | <p>and or but) to link words and phrases</p> <ul style="list-style-type: none"> Fluency in changes in sentence openers, such as variations between pronouns, subjects and prepositions with a variety of time openers. Explains the features/differences of instructions, information texts and recounts, within English books or orally in discussion. | <ul style="list-style-type: none"> Headings, subheadings, photographs and illustrations are used to aid presentation in reports, recounts and instructions. Conjunctions to express time, place and cause (when, before, after, while, so or because). Use of Adverbs (then, next, soon, therefore) or prepositions (before, after, during in, because of) within compound sentences. Evidence of an ability to independently use the features of the text types covered to this point to write for real purposes and audiences across the curriculum. Procedural texts make use of detailed information about how, where and when steps take place. Imperatives are used directly or indirectly. | <p>ideas around a theme or open with topic sentences in recounts, reports and explanations.</p> <ul style="list-style-type: none"> In non-fiction texts the layout attempts to organise key elements through control of the specific features. Recounts have three clear parts made up of the setting, events in order and a concluding comment. Subordination connectives are used between, at the beginning and within sentences. (We wore our wellies <u>when</u> we played in the puddles) Cohesion in sentences is achieved through using appropriate nouns and pronouns. Non chronological reports make controlled use of linking verbs to give coherence. (is, are, has, have and belong to) | <p>use of then, after, that, this or firstly or varying the length.</p> <ul style="list-style-type: none"> Adverbials of time (later), place (nearby) or number (secondly) are used to link ideas across paragraphs or tense choices may do this (he had seen her before) Short sentences are used to speed up action in narratives. Dialogue and reactions from other characters is used to add interest to a character. Writing shows evidence of the writer's viewpoint through comments about the characters and/or events. Controlled conclusions summarise non-fiction texts. (Procedural, explanation and persuasion) | <p>hand, in contrast or as a consequence) or ellipsis.</p> <ul style="list-style-type: none"> Controlled use of a wide range of organisational and presentational devices, such as headings, subheadings, columns, bullets and tables is evident. Newspaper reports make frequent use of words or phrases to link events in time, such as at the same time, as soon as or late in the afternoon) Uses a wide range of sentence starters to create specific effects or developed noun phrases to add detail. (participles, conversations/dialogue , adverbs or adjectives) Characters, dialogue and action advances narrative writing. Complex sentences are controlled to manipulate clauses for specific effects. Some sentences start with conjunctions although, despite, as, since or whenever. |
| <p>Composition: Punctuation & Grammar</p> | <ul style="list-style-type: none"> Sentences are composed orally before writing down and written from memory. Writing is reread to check it makes sense. Capital letters and full stops are used with accuracy to demarcate a sentence. Capital letters for the names of people, places, days of the week and the personal pronoun "I" are becoming evident. Question or exclamation marks in | <ul style="list-style-type: none"> Usually consistent use of past and present tenses within all forms of writing. (has/had, was/were) Use of the progressive form of verbs to mark actions in progress (she is drumming or he was shouting). Controlled use of statements, questions, exclamations or commands. Consistent use of full stops, capital letters, question marks and exclamation marks. | <ul style="list-style-type: none"> Consistent use of the first and third person. Use of the present perfect form of verbs instead of the past. (He has gone out to play instead of He went out to play) Accurate use of inverted commas for direct speech. Correct use of the possessive apostrophe. Evidence of improvements made through editing to make changes to grammar and | <ul style="list-style-type: none"> Accurate tense and person is employed across different text types. Noun phrases are expanded by the addition of modifying adjectives, nouns and preposition phrases (the teacher becomes the strict maths teacher with curly hair). Fronted adverbials are evident with correct use of the comma (<u>later that day</u>, I heard the bad news) Verb inflections are | <ul style="list-style-type: none"> Evidence of the varied use of pronouns to refer to the first, second and third person both singularly and in plural form. There is correct subject and verb agreement when using singular and plural. Brackets, dashes or commas are used to indicate parenthesis. Commas are used to clarify meaning or avoid ambiguity. Editing attempts to reorganise sentences to | <ul style="list-style-type: none"> Evident use of the passive to affect the presentation of information in a sentence (I broke the window in the green house versus The window in the green house was broken (by me) Identify the word class of a word (noun, verb, adjective, conjunction, pronoun, adverb, preposition & determiner) Clear application of the differences between |

| | | | | | | |
|---------------------------------------|--|--|---|--|---|---|
| | <p>independent writing are used.</p> | <ul style="list-style-type: none"> Evidence of commas within a list. Use of the apostrophe to mark where letters are missing in spelling and mark singular possession in nouns. Experimentation with inverted commas. A growing ability to accurately proofread to check for errors in grammar and punctuation is evident. | <p>vocabulary.</p> <ul style="list-style-type: none"> Proofreading eliminates simple errors and is an embedded part of the writing process. Secure use of the forms a or an when writing a sentence. (I would like <u>an</u> apple, not I would like <u>a</u> apple) Use of embedded clauses (The pirate, with his cutlass clenched in his teeth, swung onto the ship) Variation of long and short sentences for description. | <p>secured (we were instead of we was or I did instead of I done)</p> <ul style="list-style-type: none"> Direct speech is punctuated with inverted commas and other punctuation accurately. Apostrophes accurately mark plural possession (the girl's name or the girls' names) Editing makes changes to whole paragraphs, precise vocabulary or errors in tense or person. Evidence of a growing ability to comment on sound effects (repetition/alliteration) visual effects (simile, personification and metaphor) and surprising word combinations is evident. | <p>give writing a greater impact or to clarify meaning.</p> <ul style="list-style-type: none"> Evidence of an ability to perform own compositions using appropriate intonation, volume and movement so that meaning is clear. Use of relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun. | <p>informal speech and formal speech when writing.</p> <ul style="list-style-type: none"> The full range of punctuation is controlled. Use of the semi-colon, colon and dash to mark boundaries between independent clauses (It's raining; I'm fed up) Use of the colon to introduce a list and use of the semi-colon within a list. Correctly punctuated bullet points to list information. Use of hyphens to avoid ambiguity (recover versus re-cover or man eating shark versus man-eating shark). Use of fronted adverbial phrases Proof reading and editing is embedded as a process to further develop compositions. |
| <p>Composition: Vocabulary</p> | <ul style="list-style-type: none"> Story language from shared stories is used, such as once upon a time, in the end, it was a, one sunny day etc. Use of some adjectives to modify nouns. Use and explanation of the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, capital, question mark, exclamation mark | <ul style="list-style-type: none"> Use of some technical words in non-fiction text types. Use of simple/comparative adjectives and well-chosen verbs in narratives. Expanded noun phrases for description and specification (the blue butterfly or the man in the moon) Writing uses both description and dialogue for characters and setting to engage the reader. Some use of adverbs | <ul style="list-style-type: none"> Growing awareness of language choices that grip the reader's interest. Use of specific nouns (terrier instead of dog) Adverbs are used carefully to detail actions. Action verbs provide interest, such as cackled instead of laughed. Use of phrases and words that take time to describe characters and events without moving on abruptly. Some evidence of words chosen to introduce opinion or add clarity. Technical or scientific | <ul style="list-style-type: none"> Confident use of adjectives and adverbs and an attempt to think of different ones to use in different situations. Use of fronted adverbials for effect. (<u>Majestically</u> the swan glided onto the river) Words are chosen carefully to describe events, characters and feelings. Powerful verbs add impact. Word use is lively and imaginative, intended to amuse, entertain or inform. Pronouns and nouns are carefully chosen across sentences to aid cohesion and avoid repetition. | <ul style="list-style-type: none"> Adverbs (perhaps or surely) and modal verbs (might, should, will or must) are used to indicate degrees of possibility. Evidence of the use of stylistic devices such as similes, metaphors and personification to create effects. Precise detail adds interest and engages the reader. Modal verbs indicate degrees of possibility. (might, may, must & could) Adverbs and adverbials are used to make links within paragraphs. Distinguishes between the formal and | <ul style="list-style-type: none"> Use of synonyms and antonyms Expanded noun phrases add well thought-out detail to writing. Vocabulary is chosen to match the audience and purpose of the writing and to ensure the correct degree of formality. Personal comments, flash backs and hooks may be used to engage the reader. Connectives chosen relate to the text type. Adverbials of place are evident (walked wearily into the deep dark forest). Ability to use a variety |

| | | | | | | |
|---------------------------------------|---|--|--|---|---|--|
| | | | <p>terms are controlled and expanded in non-fiction texts.</p> <ul style="list-style-type: none"> Descriptive language that is factual rather than imaginative is used. | <ul style="list-style-type: none"> In stories with historical settings vocabulary is chosen to describe in detail. | <p>informal spoken and written language.</p> <ul style="list-style-type: none"> Some expanded noun phrases may be used to add well thought out detail to writing. | <p>of linguistic terms, to confidently discuss their writing.</p> <ul style="list-style-type: none"> Both adjectives and adverbs provide detailed description and information. Figurative language is evident, such as The wind wrapped me like a cloak. |
| <p>Transcription: Spelling</p> | <p>Letters and Sounds Independent application of Phonics Phase 3/4</p> <ul style="list-style-type: none"> Usually correct spelling of most words in the year 1 list. Phonetically plausible attempts at words with digraphs and double letters Sufficient number of recognisable words for writing to be readable. Usually segments and spells adjacent consonants for spelling <p>Working securely in phase 5</p> <ul style="list-style-type: none"> Uses knowledge of alternative phonemes to narrow down possibilities for accurate spelling. <p>National Curriculum</p> <ul style="list-style-type: none"> Know how the prefix un can be added to change words meaning. Starts to use the suffixes: s, es, ed, er and ing within independent writing. Starts to use syllables to divide words when spelling | <p>Letters and Sounds Independent application of Phonics Phase 5</p> <ul style="list-style-type: none"> Spells almost all words in the year 1 & 2 list. 40+ phonemes taught in Band 1 are secure <p>Working Securely in Phase 6</p> <ul style="list-style-type: none"> Uses a range of spelling strategies to spell unknown words including the use of spelling patterns, syllables and early dictionary skills. Competent growing application of prefix and suffix rules in independent writing. (ed, ing, s, es, er, est, ly, ful and ness) <p>National Curriculum</p> <ul style="list-style-type: none"> Spells a few common homophones and near homophones (there/their/they're, hear/here, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew and night/knight. Usually spells the common contractions can't, hasn't, didn't, it's, I'll and couldn't correctly. Spells the majority of the common exception words on the year 2 list. | <p>National Curriculum In most writing:</p> <ul style="list-style-type: none"> Spell words as accurately as possible using phonics. Use of a dictionary to check for unknown or new spellings by using the first two or three letters. Formation of nouns using a range of prefixes. To spell words using a range of prefixes and suffixes. <ul style="list-style-type: none"> Prefixes-dis, mis, il, im, re and in. Suffixes ing, er, en, ation, ly and tion. Spell words with the u phoneme as the grapheme ou, such as young, trouble and country. Apply the i phoneme in the middle of words as represented by the grapheme y, such as gym, myth and pyramid. Spell words with additional prefixes and suffixes and understand how to add them to root words. Accurately spells words ending in ture, sure and tch with an er suffix, such as treasure, creature, furniture and catcher. | <p>Across a range of writing:</p> <ul style="list-style-type: none"> Use of a dictionary and thesaurus to spell increasingly complex words of to make choices of words. Consolidates spelling words with prefixes and suffixes. <ul style="list-style-type: none"> Prefixes-re, sub, inter, super, anti and auto. Suffixes-ous Spells words with the g phoneme spelt as gue, such as league and tongue. Spells words with the s phoneme as sc, such as scene and discipline Spells words with ei, eigh or ey, such as weigh, vein or neighbour. Spells plural words with a possessive apostrophe, such as girls', boys', men's, babies', childrens' and mices's Recognise and spell additional homophones from the year 4 list. (accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, | <p>Across a range of writing:</p> <ul style="list-style-type: none"> Nouns or adjectives are converted into verbs using suffixes ate, ise or ify. Makes independent choices about when it is best to use a thesaurus or dictionary as an aid to check a spelling or meaning, using the first three or four letters of a word. Spells words with the endings <ul style="list-style-type: none"> able, ible and ibly Spells words with i phoneme represented as ei after c, such as deceive, conceive or receive. Spells words containing the letter string ough, such as bought, rough, cough, though or thorough. Spells words with silent letters, such as Island, lamb, solemn or knight. Spells most of the year 5 words from the spelling list. (accompany, according, achieve, aggressive, attached, available, average, bargain, bruise, communicate, community, determined, develop, embarrass, environment, equipment, especially, | <p>Fluency across a range of text types:</p> <ul style="list-style-type: none"> Revision of work done throughout KS2 Applies a range of taught spelling strategies independently when spelling words. Independently uses dictionaries to check the spelling and meaning of words. Spells words with the endings <ul style="list-style-type: none"> cious and tious cial and tial ance and ancy ent ence and ency Adds suffixes beginning with vowel letters to words ending in fer, such as referring, referral or transferring. Makes the correct spelling choice between homophones in the Y6 list such as isle/aisle, aloud/allowed, affect/effect, altar/alter, ascent/assent, bridal/bridle, cereal/serial, compliment/compleme nt, desert/dessert, draft/draught, principal/principle, profit/prophet and stationary/stationery. |

| | | | | | | |
|-----------------------------------|--|--|---|--|--|---|
| | | | <ul style="list-style-type: none"> • Spell correctly word families based on common words for example solve, solution, and solver. • Spell year 3 words identified from the spelling list. (learn, build, continue, material, guard, actually, busy, decide, experiment, guide, address, calendar, describe, minute, heard, answer, caught, different, famous, heart, appear, centre, difficult, favourite, history, arrive, century, thought, February, imagine, believe, certain, early, forwards, increase, bicycle, circle, earth, fruit, important, thought, complete, enough, grammar, interest, often, through, exercise, group and Island) | <p>meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether and whose/who's)</p> <ul style="list-style-type: none"> • Spell year 4 words identified from the spelling list. (accident, answer, breath, breathe, business, weight, disappear, eight, forward, height, knowledge, woman, length, library, medicine, mention, natural, women, naughty, notice, occasion, often, opposite, eighth, ordinary, particular, peculiar, perhaps, popular, although, position, possession, possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though and various) | <p>exaggerate, excellent, explanation, forty, frequently, identity, immediately, language, leisure, lightning, muscle, neighbour, occupy, occur, persuade, programme, queue, recognise, recommend, rhyme, rhythm, sacrifice, shoulder, sincerely, soldier, stomach, suggest, symbol, system, thorough, twelfth, variety, vegetable, vehicle and yacht)</p> | <ul style="list-style-type: none"> • Spells most of the year 6 words from the spelling list. (accommodate, amateur, ancient, apparent, appreciate, awkward, category, cemetery, committee, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, dictionary, disastrous, existence, familiar, foreign, government, guarantee, harass, hindrance, individual, interfere, interrupt, marvellous, mischievous, necessary, nuisance, opportunity, parliament, physical, prejudice, privilege, profession, pronunciation, relevant, restaurant, secretary, signature, sufficient and temperature). |
| Transcription: Handwriting | <ul style="list-style-type: none"> • Form all letters consistently in both upper and lowercase in the right direction. • Understand which letters belong to which family (long, tall and small) • Sit all letters on the line with correct orientation and spacing that reflects the size of the letters. | <ul style="list-style-type: none"> • Forms all lowercase letters cursively with correct size and direction in relation to each other. • Understands not to join capital letters to other letters. • Begins to join letters with a continuous cursive style. | <ul style="list-style-type: none"> • All diagonal and horizontal strokes are formed correctly. • A fluent continuous cursive handwriting style is developing through increased legibility, consistency and quality of presentation. | <ul style="list-style-type: none"> • A fluent continuous cursive handwriting style is secure. • Handwriting is consistent and different effects for different text types are started to be experimented with, such as capitalisation, bold or printing etc. | <ul style="list-style-type: none"> • Handwriting is consistent and different effects for different text types is evident, such as capitalisation, bold or printing etc. • The writers own style is evident and may change for different text types. | <ul style="list-style-type: none"> • Handwriting is consistent and different effects for different text types is evident, such as capitalisation, bold or printing etc. • The writers own style is evident and may change for different text types. |