Ruislip Gardens School
Skills Progression: ENGLISH Writing

Skills	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic & Whole word spelling children should:	Twinkl Scheme Level 2, Level 3 and Level 4 Listen to and hear the sounds in CVC, CVCC and CCVC words. (LIT) Recall &/identify the taught gpcs (the letters that represent the sounds) (including some digraphs) on a grapheme mat and use this when writing. (LIT) Spell some taught common exception/ high frequency and familiar words. (LIT)	Twinkl Scheme Level 5 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 correspondence accurately e.g. Cat, dog, red Make phonetically plausible attempts	Twinkl Scheme Level 6 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 words Distinguish between homophones and near-homophones	Spell further homophones Spell words that are often misspelt (Appendix 1)	Spell further homophones Spell words that are often misspelt (Appendix 1)	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	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

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		at writing longer words using dominant phonemes and common grapheme representations					
Other word building spelling children should:		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	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	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

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			guidelines from Appendix 1				
Transcription children should:		Write from memory simple sentences dictated by the teacher that include words using the gpcs and common exception words taught so far	Write from memory simple sentences dictated by the teacher that include words using the gpcs, common exception words and punctuation taught so far	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		
Handwriting children should:	Develop their fine motor skills so that they can use a range of tools competently, safely and confidently (PD) Develop the foundations of a handwriting style which is fast, accurate and efficient (PD) Form lower-case and capital letters correctly. (LIT) Know how to write the taught letters (LIT)	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 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	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	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	Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters Choose the writing implement that is best suited for a task	Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters Choose the writing implement that is best suited for a task

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			another and to lower-case letters Use spacing between words that reflects the size of the letters.				
Contexts for Writing children should:	Child initiated writing (in role, and for purpose) Write narratives about personal experiences and those of others (real and fictional) Write about real events Write poetry Write for different purposes	Write narratives about personal experiences and those of others (real and fictional) Write about real events Write poetry Write for different purposes	Write narratives about personal experiences and those of others (real and fictional) Write about real events Write poetry Write for different purposes	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed	Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own In writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed
Planning Writing children should:	Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)	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	Discus and record ideas Compose and rehearse sentences orally (including	Note and develop initial ideas, drawing on reading and research where necessary	Note and develop initial ideas, drawing on reading and research where necessary

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	Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). E.g character, settings, object. (C&L) Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&L)			dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures		
Drafting Writing children should:	To think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)	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	Organise paragraphs around a theme In narratives, create settings, characters and plot in	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

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				non-narrative material, Use simple organisational devices (headings & subheadings)	non-narrative material, Use simple organisational devices (headings & subheadings)	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	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
Editing Writing children should:	To check written work by reading and make changes where necessary.(LIT)	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	Assess the effectiveness of their own and others' writing and suggest improvements Propose changes to grammar and	Assess the effectiveness of their own and others' writing and suggest improvements Propose changes to grammar and	Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to	Assess the effectiveness of their own and others' writing Propose changes to vocabulary, grammar and punctuation to

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			indicate time are used correctly and consistently, including verbs in the continuous form Proofread to check for errors in spelling, grammar and punctuation	vocabulary to improve consistency, including the accurate use of pronouns in sentences Proofread for spelling and punctuation errors	vocabulary to improve consistency, including the accurate use of pronouns in sentences Proofread for spelling and punctuation errors	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	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 Writing children should:	Think of, say and write a simple sentence, sometimes using a capital letter and full stop.	Read their writing aloud 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 their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume	Read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

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				so that the meaning is clear.	so that the meaning is clear		
Vocabulary children should:	Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). (C&L) Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses. (C&L)	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 e.g. Time connectives	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 appropriately for clarity and cohesion and to avoid repetition	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 appropriately for clarity and cohesion and to avoid repetition	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
Grammar children should:	To make writing exciting using wow words (adjectives). (LIT) To begin to know sentences can be extended using a	Use regular plural noun suffixes (-s, -es) Use verb suffixes where root word is unchanged (-ing, -ed, -er)	Use coordination (using or, and, or but) Use commas in lists use sentences with different forms: statement, question,	Use the present perfect form of verbs in contrast to the past tense Form nouns using prefixes	Use the present perfect form of verbs in contrast to the past tense Form nouns using prefixes	Use the perfect form of verbs to mark relationships of time and cause Use relative clauses beginning with who, which, where, when,	Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms

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	joining word (conjunction) (LIT)	Use the un- prefix to change meaning of adjectives/adverbs combine words to make sentences, including using and sequence sentences to form short narratives Separate of words with spaces Use sentence demarcation (. ! ?) Use capital letters for names and pronoun 'I')	exclamation, command Use subordination (using when, if, that, or because) Use apostrophes for omission & singular possession Use the present and past tenses correctly and consistently including the progressive form Use extended simple sentences e.g. Including adverbs and adjectives to add interest Use some features of written Standard English Learn how to use selected grammar for Year 2	Use the correct form of 'a' or 'an' use word families based on common words (solve, solution, dissolve, insoluble) Use fronted adverbials Use conjunctions, adverbs and prepositions to express time and cause Learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	Use the correct form of 'a' or 'an' use word families based on common words (solve, solution, dissolve, insoluble) Use a wide range of fronted adverbials correctly punctuated Use a wide range of conjunctions, adverbs and prepositions to express time and cause. Learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.	whose, that or with an implied (ie omitted) relative pronoun Convert nouns or adjectives into verbs Use verb prefixes Use devices to build cohesion, including adverbials of time, place and number	Use passive verbs to affect the presentation of information in a sentence Use the perfect form of verbs to mark relationships of time and cause Understand and use differences in informal and formal language Understand synonyms & Antonyms Use further cohesive devices such as grammatical connections and adverbials Use of ellipsis

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			Use and understand grammatical terminology when discussing writing				
Punctuation children should:	Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)	Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	Develop understanding by learning how to use familiar and new punctuation correctly: Full stops and capital letters and question marks use sentence demarcation CL . ? Exclamation marks and commas in a list Apostrophes for contracted form and for possession	Use commas after fronted adverbials Indicate possession by using the possessive apostrophe with singular and plural nouns Use and punctuate direct speech (including punctuation within and surrounding inverted commas)	Use commas after fronted adverbials Indicate possession by using the possessive apostrophe with singular and plural nouns Use and punctuate direct speech (including punctuation within and surrounding inverted commas)	Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis	Use hyphens to avoid ambiguity Use semicolons, colons or dashes to mark boundaries between independent clauses Use a colon to introduce a list punctuating bullet points consistently
Grammatical Terminology children should:	Letter capital letter word sentence full stop	letter capital letter word singular plural sentence punctuation full stop	noun noun phrase statement question exclamation command compound adjective verb suffix adverb tense	adverb preposition conjunction word family prefix clause subordinate clause direct speech consonant	determiner pronoun possessive pronoun adverbial	modal verb relative pronoun relative clause parenthesis bracket dash cohesion ambiguity	subject object active passive synonym antonym ellipsis hyphen colon

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		question mark exclamation mark	(past, present) apostrophe comma	consonant letter vowel vowel letter inverted commas ('speech marks')			semi-colon bullet points