



St Mary's CE (VA) Primary School							
Progression of English Skills							
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
WRITING, SPELLING AND GRAMMAR & PUNCTUATION							
BOLD TYPE is National Curriculum. Other print is other non-negotiables taken from the National Curriculum and other agreed practice. Please read in conjunction with English Policy, policy for handwriting and class yearly overviews for English- which include genres, texts, more detail where appropriate.							
Composition: Sentence & text structure	<p>Write simple sentences which can be read by themselves & others.</p>	<p>Write clearly demarcated sentences.</p> <p>Use 'and' to join ideas.</p> <p>Use conjunctions to join sentences (e.g. so, but).</p> <p>Use standard forms of verbs, e.g. go/went.</p> <p>Write sentences by:</p> <ul style="list-style-type: none"> ≡ saying out loud what they are going to write about ≡ composing a sentence orally before writing it ≡ sequencing sentences to form short narratives ≡ re-reading what they have written to check that it makes sense ≡ discuss what they have written with the teacher or other pupils ≡ read aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>Write different kinds of sentence: statement, question, exclamation, command.</p> <p>Use expanded noun phrases to add description & specification.</p> <p>Write using subordination (when, if, that, because) and co-ordination (or, and, but).</p> <p>Correct & consistent use of present tense & past tense.</p> <p>Correct use of verb tenses</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ≡ writing narratives about personal experiences and those of others (real and fictional) ≡ writing about real events ≡ writing poetry ≡ writing for different purposes <p>≡ planning or saying out loud what they are going to write about</p> <p>≡ writing down ideas and/or key words, including new vocabulary</p> <p>≡ encapsulating what they want to say, sentence by sentence</p>	<p>Use conjunctions (when, so, before, after, while, because).</p> <p>Use adverbs (e.g. then, next, soon).</p> <p>Use prepositions (e.g. before, after, during, in, because of).</p> <p>Experiment with adjectives to create impact.</p> <p>Correctly use verbs in 1st, 2nd & 3rd person.</p> <p>Use perfect form of verbs to mark relationships of time & cause.</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> ≡ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ≡ discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> ≡ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<p>Vary sentence structure, using different openers.</p> <p>Use adjectival phrases (e.g. biting cold wind).</p> <p>Use appropriate choice of noun or pronoun.</p> <p>Use fronted adverbials.</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> ≡ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ≡ discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> ≡ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ≡ in narratives, creating settings, characters and plot ≡ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] ≡ evaluate and edit by: ≡ assessing the effectiveness of their 	<p>Add phrases to make sentences more precise & detailed.</p> <p>Use range of sentence openers – judging the impact or effect needed.</p> <p>Begin to adapt sentence structure to text type.</p> <p>Use pronouns to avoid repetition.</p> <p>Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will)</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> ≡ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ≡ noting and developing initial ideas, drawing on reading and research where necessary ≡ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> ≡ selecting appropriate grammar and 	<p>Use subordinate clauses to write complex sentences.</p> <p>Use passive voice where appropriate.</p> <p>Use expanded noun phrases to convey complicated information concisely (e.g. The fact that it was raining meant the end of sports day).</p> <p>Use a sentence structure and layout matched to requirements of text type.</p> <p>Plan their writing by:</p> <ul style="list-style-type: none"> ≡ identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own ≡ noting and developing initial ideas, drawing on reading and research where necessary ≡ in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> ≡ selecting appropriate grammar and

			<ul style="list-style-type: none"> ☞ make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> ☞ evaluating their writing with the teacher and other pupils ☞ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ☞ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] ☞ read aloud what they have written with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> ☞ in narratives, creating settings, characters and plot <ul style="list-style-type: none"> ☞ in non-narrative material, using simple organisational devices [for example, headings and sub-headings] ☞ evaluate and edit by: <ul style="list-style-type: none"> ☞ assessing the effectiveness of their own and others' writing and suggesting improvements ☞ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ☞ proof-read for spelling and punctuation errors ☞ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. ☞ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ☞ using the present perfect form of verbs in contrast to the past tense ☞ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid Repetition 	<ul style="list-style-type: none"> own and others' writing and suggesting improvements <ul style="list-style-type: none"> ☞ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ☞ proof-read for spelling and punctuation errors ☞ read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. ☞ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ☞ using the present perfect form of verbs in contrast to the past tense ☞ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid Repetition ☞ using conjunctions, adverbs and prepositions to express time and cause ☞ using fronted adverbials 	<ul style="list-style-type: none"> ☞ selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning <ul style="list-style-type: none"> ☞ In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ☞ précising longer passages <ul style="list-style-type: none"> ☞ using a wide range of devices to build cohesion within and across paragraphs ☞ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ☞ assessing the effectiveness of their own and others' writing ☞ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ☞ ensuring the consistent and correct use of tense throughout a piece of writing ☞ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register 	<p>vocabulary, understanding how such choices can change and enhance meaning</p> <ul style="list-style-type: none"> ☞ in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action ☞ précising longer passages <ul style="list-style-type: none"> ☞ using a wide range of devices to build cohesion within and across paragraphs ☞ using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> ☞ assessing the effectiveness of their own and others' writing ☞ proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ☞ ensuring the consistent and correct use of tense throughout a piece of writing ☞ ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
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				<ul style="list-style-type: none"> ☞ using conjunctions, adverbs and prepositions to express time and cause ☞ using fronted adverbials 		<ul style="list-style-type: none"> ☞ proof-read for spelling and punctuation errors ☞ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <ul style="list-style-type: none"> ☞ 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 ☞ using expanded noun phrases to convey complicated information concisely ☞ using modal verbs or adverbs to indicate degrees of possibility ☞ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun 	<ul style="list-style-type: none"> ☞ proof-read for spelling and punctuation errors Statutory requirements ☞ perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. <p>Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms</p> <ul style="list-style-type: none"> ☞ 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 ☞ using expanded noun phrases to convey complicated information concisely ☞ using modal verbs or adverbs to indicate degrees of possibility ☞ using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
Punctuation	<p>Use capital letters and full stops to demarcate sentences.</p>	<p>Introduce use of:</p> <ul style="list-style-type: none"> o capital letters o full stops o question marks o exclamation marks <p>Use capital letters for names & personal pronoun 'I'.</p>	<p>Write with correct & consistent use of:</p> <ul style="list-style-type: none"> o capital letters o full stops o question marks o exclamation marks <p>Use commas in a list.</p> <p>Use apostrophe to mark omission and singular possession in nouns.</p>	<p>Use inverted commas to punctuate direct speech.</p> <p>☞ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Use apostrophe for plural possession.</p> <p>Use a comma after fronted adverbial (e.g. Later that day, I heard bad news.).</p> <p>Use commas to mark clauses.</p>	<p>Use the following to indicate parenthesis:</p> <ul style="list-style-type: none"> o brackets o dashes o comma <p>Use commas to clarify meaning or avoid ambiguity.</p> <p>Link clauses in sentences using a range of</p>	<p>Use semi-colon, colon or dash to mark the boundary between independent clauses.</p> <p>Use colon to introduce a list & semi colon within a list.</p> <p>Use correct punctuation of bullet points.</p>

					Use inverted commas and other punctuation to punctuate direct speech. ⇒ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	subordinating & coordinating conjunctions. Use verb phrases to create subtle differences (e.g. she began to run).	Use hyphens to avoid ambiguity. Use full range of punctuation matched to requirements of text type.
Paragraphing	Write demarcated sentences [<i>as introduction to paragraphs</i>].	Write a sequence of sentences to form a short narrative [<i>as introduction to paragraphs</i>].	Write under headings.	Group ideas into basic paragraphs. Write under headings & sub-headings.	Use paragraphs to organise ideas around a theme. Use connecting adverbs to link paragraphs.	Consistently organise into paragraphs. Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).	Use wide range of devices to build cohesion within and across paragraphs. Use paragraphs to signal change in time, scene, action, mood or person.
Handwriting	Use correct grip. Write name (correct upper & lower case). Use correct letter formation for familiar words.	Use correct formation of lower case – finishing in right place. Use correct formation of capital letters. Use correct formation of digits.	Write lower case letters correct size relative to one another. Show evidence of diagonal & horizontal strokes to join.	Increase legibility, consistency and fluency.		Write legibly, fluently and with increasing speed.	
Spelling *Use this progression in conjunction with English Policy and class spelling lists as published on the school website	See progression of spelling requirements in conjunction with phonics S.O.W. and class overview.	Words containing each of the 40+ phonemes already taught Common exception words as set out by the National Curriculum The days of the week Name the letters of the alphabet Naming the letters of the alphabet in order Using letter names to distinguish between alternative spellings of the same sound Add prefixes and suffixes: Using the spelling rule for adding –s or –es as	Spell by: ⇒ segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ⇒ learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones ⇒ learning to spell common exception words ⇒ learning to spell more words with contracted forms ⇒ learning the possessive apostrophe (singular) [for example, the girl's book]	Spelling (see English Appendix 1 from National Curriculum) ⇒ use further prefixes and suffixes and understand how to add them ⇒ spell further homophones ⇒ spell words that are often misspelt (English Appendix 1) ⇒ place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] ⇒ use the first two or three letters of a word to check its spelling in a dictionary	Spelling (see English Appendix 1 from National Curriculum) ⇒ use further prefixes and suffixes and understand the guidance for adding them ⇒ spell some words with 'silent' letters [for example, knight, psalm, solemn] ⇒ 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 English Appendix 1 ⇒ use dictionaries to check the spelling and meaning of words ⇒ use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary ⇒ use a thesaurus.		

		<p>the plural marker for nouns and the third person singular marker for verbs</p> <ul style="list-style-type: none"> ☞ using the prefix un- ☞ using -ing, -ed, -er and -est <p>☞ apply simple spelling rules and guidance, as listed in English Appendix 1 in the National Curriculum</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<ul style="list-style-type: none"> ☞ distinguishing between homophones and near-homophones ☞ add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly ☞ apply spelling rules and guidance, as listed in English Appendix 1 <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p>				
Grammatical Terminology	Letter, phoneme, grapheme, word, sentence, capital letter, full stop, finger space.	Letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark	Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma	Adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')	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, semi-colon, bullet points