



**Stradbroke CE Primary School**  
**Writing Skills and Knowledge Progression**



Year group	Spelling	Punctuation	Grammar	Handwriting	Composition	Suggested Text Types (to identify features of and write)
Reception <b><u>(Early Learning Goal)</u></b>	<b><u>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</u></b>	Taught to begin to: - leave spaces between words - use capital letters and full stops to punctuate sentences	<b>Vocabulary pupils to use: letter capital letter word sentence full stop</b>	<b><u>Write recognisable letters, most of which are correctly formed.</u></b>  Taught to begin to: - sit correctly at table, holding pencil comfortably and correctly. - form lower-case letters which are mostly correctly formed.	<b><u>Write simple phrases and sentences that can be read by others.</u></b>	Traditional Tales Stories linked to Topics Poetry Simple non-fiction texts
1	Spell: - words containing each of 40+ phonemes taught. - common exception words. - days of the week. Name: - letters of the alphabet in order. - use letter names to distinguish between alternative spellings of same sound. Add prefixes and suffixes: - -s, -es - un- - -ing, -ed, -er, -est where no change to root word needed. Write from memory simple sentences	Taught to: - leave spaces between words. - begin to punctuate sentences such a capital letter, full stop, question mark or exclamation mark. - use a capital letter for names of people, places, days of the week, personal pronoun 'I'.	Taught to: - join words and clauses using and.  <b>Vocabulary pupils to use: letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark</b>	Taught to: - sit correctly at table, holding pencil comfortably and correctly. - begin to form lower-case letters in correct direction, starting and finishing in correct place. - form capital letters. - form digits 0-9. - understand which letters are formed in similar ways and practise these.	Write sentences by: - saying out loud what going to write about. - composing a sentence orally before writing it. - sequencing sentences to form short narratives. - re-reading what written to check makes sense. Discuss what written with teacher or other pupils. Read aloud writing clearly enough to be heard by peers and teachers.	Descriptive writing Traditional Tales Stories linked to Topics Poetry – rhyming, acrostics, haikus Letters Post cards Recounts Non-chronological reports Instructions



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	dictated by teacher including words using taught GPCs and common exception words.					
2	<p>Spell by:</p> <ul style="list-style-type: none"> <li>- segmenting spoken words into phonemes and representing using graphemes, spelling many correctly.</li> <li>- learning new ways of spelling phonemes for which one or more spellings already known and learn some words with each spelling.</li> <li>- using a few common homophones.</li> <li>- learning to spell some common exception words.</li> <li>- learning to spell more words with contractions.</li> <li>- learning to use possessive apostrophe (singular).</li> <li>- distinguishing between homophones and near homophones.</li> </ul> <p>Add suffixes to longer words including:</p> <ul style="list-style-type: none"> <li>- -ment, -ness, -ful, -less, -ly</li> <li>- write from memory simple sentences dictated by teacher including words using taught GPCs and common exception words.</li> </ul>	<p>Taught to use familiar and new punctuation correctly:</p> <ul style="list-style-type: none"> <li>- full stops</li> <li>- capital letters</li> <li>- exclamation marks</li> <li>- question marks</li> <li>- commas for lists</li> <li>- apostrophes for contractions and singular possessive</li> </ul>	<p>Taught to use:</p> <ul style="list-style-type: none"> <li>- sentences with different forms: statement, question, exclamation, command.</li> <li>- expanded noun phrases to describe and specify [for example, the blue butterfly].</li> <li>- the present and past tenses correctly and consistently including the progressive Form.</li> <li>- subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</li> <li>- some features of written Standard English.</li> </ul> <p><b>Vocabulary pupils to use:</b></p> <p><b>noun</b>  <b>noun phrase</b>  <b>statement</b>  <b>question</b>  <b>exclamation</b>  <b>command</b>  <b>compound</b>  <b>suffix</b>  <b>adjective</b>  <b>adverb</b>  <b>verb</b></p>	<p>Taught to:</p> <ul style="list-style-type: none"> <li>- form lower-case letters of the correct size relative to one another.</li> <li>- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left unjoined.</li> <li>- write capital letters and digits of the correct size, orientation, and relationship to one another and to lower-case letters.</li> <li>- use spacing between words that reflects the size of the letters.</li> </ul>	<p>Taught to:</p> <p>Develop positive attitudes and stamina for writing by:</p> <ul style="list-style-type: none"> <li>- writing narratives about personal experiences and those of others (real and fictional).</li> <li>- writing about real events.</li> <li>- writing poetry.</li> </ul> <p>Consider what going to write before beginning by:</p> <ul style="list-style-type: none"> <li>- planning or saying out loud what they are going to write about.</li> <li>- writing down ideas and/or key words, including new vocabulary.</li> <li>- encapsulating what they want to say, sentence by sentence.</li> </ul> <p>Make simple additions, revisions and corrections to own writing by:</p> <ul style="list-style-type: none"> <li>- evaluating their writing with the teacher and other pupils.</li> <li>- 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.</li> <li>- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].</li> </ul> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Descriptive Writing Books by the same author/illustrator</p> <p>Traditional Tales</p> <p>Fantasy Stories</p> <p>Information Texts</p> <p>Instructions and explanations</p> <p>Non-chronological reports</p> <p>Letters</p> <p>Diary Entries</p> <p>Study of a Poet</p> <p>Poetry - haikus, acrostics, rhyming, limericks</p> <p>Recounts</p> <p>Persuasive writing</p>



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3	<p>Taught to:</p> <ul style="list-style-type: none"> <li>- use further prefixes: <ul style="list-style-type: none"> <li>- dis-, mis-, in-, re-, sub-, inter-, super-, anti-, auto-.</li> </ul> </li> <li>- Use further suffixes: <ul style="list-style-type: none"> <li>- -ation</li> <li>- -ly</li> <li>-ous</li> </ul> </li> <li>- suffixes beginning with vowels to words of more than one syllable.</li> <li>- spell further homophones.</li> <li>- spell words that are often misspelt.</li> <li>- begin to spell words from Year 3/4 word list.</li> <li>- use the first 2/3 letters of a word to check spelling in dictionary.</li> <li>- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<p>Taught to use familiar and new punctuation correctly:</p> <ul style="list-style-type: none"> <li>- full stops</li> <li>- capital letters</li> <li>- exclamation marks</li> <li>- question marks</li> <li>- commas for lists</li> <li>- apostrophes for contractions and singular possessive</li> <li>- introduction to inverted commas to punctuate direct speech</li> </ul>	<p><b>tense (past, present)</b>  <b>apostrophe</b>  <b>comma</b></p> <p>Taught to use:</p> <ul style="list-style-type: none"> <li>- form nouns using a range of prefixes.</li> <li>- use a/an correctly.</li> <li>- recognise word families based on common words.</li> <li>- express time and place using conjunctions, adverbs or prepositions.</li> <li>- begin to use paragraphs to organise ideas.</li> <li>- use headings and subheadings.</li> <li>- use the present perfect tense instead of the simple past tense.</li> </ul> <p><b>Vocabulary pupils to use:</b>  <b>preposition</b>  <b>conjunction</b>  <b>word family</b>  <b>prefix</b>  <b>clause</b>  <b>subordinate clause</b>  <b>direct speech</b>  <b>consonant</b>  <b>consonant letter vowel</b>  <b>letter</b>  <b>inverted commas (speech marks)</b></p>	<p>Taught to:</p> <ul style="list-style-type: none"> <li>- use the diagonal and horizontal strokes that are needed to join letters.</li> <li>- begin to understand which letters, when adjacent to one another, are best left unjoined.</li> <li>- 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].</li> </ul>	<p>Taught to:</p> <p>Plan writing by:</p> <ul style="list-style-type: none"> <li>- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>- discussing and recording ideas.</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>- composing and rehearsing sentences orally (including dialogue).</li> <li>- progressively building a varied and rich vocabulary.</li> <li>- using an increasing range of sentence structures.</li> <li>- beginning to organise paragraphs around a theme.</li> <li>- in narratives, beginning to create settings, characters and plot.</li> <li>- in non-narrative material, beginning to use simple organisational devices [for example, headings and sub-headings].</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>- beginning to assess the effectiveness of their own and others' writing and suggesting small improvements.</li> <li>- beginning to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> </ul> <p>Proof read for spelling and punctuation errors.</p> <p>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.</p>	<p>Diaries  Letters  Narratives – including setting and character descriptions  Instructions and explanations  Non-chronological reports  Persuasive texts  A range of different of poetry – haikus, acrostics, rhyming, limericks</p>
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4	<p>Taught to:</p> <ul style="list-style-type: none"> <li>- use further prefixes: - dis-, mis-, in-, re-, sub-, inter-, super-, anti-, auto-.</li> <li>- Use further suffixes: - -ation - -ly -ous</li> <li>- suffixes beginning with vowels to words of more than one syllable.</li> <li>- spell further homophones.</li> <li>- spell words that are often misspelt.</li> <li>- begin to spell words from Year 3/4 word list.</li> <li>- use apostrophes for plural possession.</li> <li>- use the first 2/3 letters of a word to check spelling in dictionary.</li> <li>- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul>	<p>Taught to use familiar and new punctuation correctly:</p> <ul style="list-style-type: none"> <li>- full stops</li> <li>- capital letters</li> <li>- exclamation marks</li> <li>- question marks</li> <li>- commas for lists</li> <li>- apostrophes for contractions and singular possessive</li> <li>- use of inverted commas and other punctuation to punctuate direct speech</li> <li>- apostrophes for plural possession</li> <li>- commas after fronted adverbials</li> </ul>	<p>Taught to use:</p> <ul style="list-style-type: none"> <li>- plural and possessive –s correctly.</li> <li>- Standard English forms for verb inflections instead of local spoken forms (we were/we was, I did/I done).</li> <li>- noun phrases expanded with modifying adjectives, nouns and preposition phrases.</li> <li>- fronted adverbials.</li> <li>- paragraphs to organise writing around a theme.</li> <li>- appropriate choice of noun and pronoun within and across sentences to aid cohesion and avoid repetition.</li> </ul> <p><b>Vocabulary pupils to use:</b>  <b>determiner</b>  <b>pronoun</b>  <b>possessive pronoun</b>  <b>adverbial</b></p>	<p>Taught to:</p> <ul style="list-style-type: none"> <li>- confidently use the diagonal and horizontal strokes that are needed to join letters.</li> <li>- understand which letters, when adjacent to one another, are best left unjoined.</li> <li>- continue to 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].</li> </ul>	<p>Taught to:</p> <p>Plan writing by:</p> <ul style="list-style-type: none"> <li>- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>- discussing and recording ideas.</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>- composing and rehearsing sentences orally (including dialogue).</li> <li>- progressively building a varied and rich vocabulary.</li> <li>- using an increasing range of sentence structures.</li> <li>- organising paragraphs around a theme.</li> <li>- in narratives, beginning creating settings, characters and plot.</li> <li>- in non-narrative material, using simple organisational devices [for example, headings and sub-headings].</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>- assessing the effectiveness of their own and others' writing and suggesting improvements.</li> <li>- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> </ul> <p>Proof read for spelling and punctuation errors.</p> <p>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.</p>	<p>Diaries  Letters  Narratives – including setting and character descriptions  Instructions and explanations  Non-chronological reports  Recounts  Persuasive texts  Play scripts  A range of different of poetry – haikus, acrostics, rhyming, limericks, kennings, cinquains, raps, nonsense  Newspaper reports</p>
5	<p>Taught to:</p> <ul style="list-style-type: none"> <li>- Use further prefixes: - dis-, de-, mis-, over-, re-.</li> <li>- Use further suffixes: - -ate, -ise, -ify.</li> </ul>	<p>Taught to use familiar and new punctuation correctly:</p> <ul style="list-style-type: none"> <li>- full stops</li> <li>- capital letters</li> <li>- exclamation marks</li> </ul>	<p>Taught to:</p> <ul style="list-style-type: none"> <li>- begin to use vocabulary and structures appropriate for formal speech</li> </ul>	<p>Taught to:</p> <ul style="list-style-type: none"> <li>- Write legibly, fluently and with increasing speed by:</li> <li>- choosing which shape of a letter to use when</li> </ul>	<p>Taught to:</p> <p>Plan writing by:</p> <ul style="list-style-type: none"> <li>- identifying the audience for and purpose of the writing</li> </ul>	<p>Diaries  Letters  Narratives – including setting and</p>



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	<ul style="list-style-type: none"> <li>- adding suffixes beginning with vowels to root words ending in –fer.</li> <li>- Spell some words with silent letters.</li> <li>- Continue to distinguish between homophones and words which are often confused.</li> <li>- Use knowledge of etymology and morphology in spelling.</li> <li>- Understand that spelling of some words need to be learnt specifically.</li> <li>- Begin to spell words from Year 5/6 word list.</li> <li>- Use dictionaries to check the spelling and meaning of words.</li> <li>- Use a thesaurus.</li> </ul>	<ul style="list-style-type: none"> <li>- question marks</li> <li>- commas for lists</li> <li>- apostrophes for contractions and singular possessive</li> <li>- use of inverted commas and other punctuation to punctuate direct speech</li> <li>- apostrophes for plural possession</li> <li>- commas after fronted adverbials</li> <li>- brackets, dashes or commas for parenthesis</li> <li>- commas to clarify meaning or avoid ambiguity</li> </ul>	<p>including subjunctive forms.</p> <ul style="list-style-type: none"> <li>- begin to use passive verbs to affect presentation on information in a sentence</li> <li>- use the perfect form of verbs to mark relationships of time and cause.</li> <li>- use expanded noun phrases to convey complicated information <i>more</i> concisely.</li> <li>- use suffixes to convert nouns or adjectives into verbs.</li> <li>- use verb prefixes.</li> <li>- use relative clauses beginning with who, which, where, when, where, whose, that or an omitted relative pronoun.</li> <li>- use adverbs or modal verbs to indicate degrees of possibility.</li> <li>- use devices to build cohesion within a paragraph.</li> <li>- link ideas across paragraphs using adverbials of time, place and number or tense choices.</li> </ul> <p><b>Vocabulary pupils to use:</b>  <b>modal verb</b></p>	<p>given choices and deciding whether or not to join specific letters.</p> <ul style="list-style-type: none"> <li>- choosing the writing implement that is best suited for a task.</li> </ul>	<ul style="list-style-type: none"> <li>- beginning to select the appropriate form and using other similar writing as models for their own.</li> <li>- noting and developing initial ideas, drawing on reading and research where necessary.</li> <li>- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> </ul> <p>Draft and write by:</p> <ul style="list-style-type: none"> <li>- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>- in narratives, describing settings, characters and atmosphere and beginning to integrate dialogue to convey character and advance the action.</li> <li>- beginning to precise longer passages.</li> <li>- using a wider range of devices to build cohesion within and across paragraphs.</li> <li>- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].</li> </ul> <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> <li>- assessing the effectiveness of their own and others' writing.</li> <li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>- ensuring the consistent and correct use of tense throughout a piece of writing.</li> <li>- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and</li> </ul>	<p>character descriptions</p> <p>Instructions</p> <p>Non-chronological reports</p> <p>Recounts</p> <p>Persuasive texts</p> <p>Balanced arguments/discussions</p> <p>Newspaper articles</p> <p>Information leaflets</p> <p>Play scripts</p> <p>A range of different of poetry - haikus, acrostics, rhyming, limericks, kennings, cinquains, raps narrative, free verse, nonsense</p>
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			<b>relative pronoun</b> <b>relative clause</b> <b>parenthesis</b> <b>bracket</b> <b>dash</b> <b>cohesion</b> <b>ambiguity</b>		choosing the appropriate register with increasing accuracy and confidence. Proof read for spelling and punctuation errors. Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear.	
6	Taught to: - Use further prefixes: - dis-, de-, mis-, over-, re-. - Use further suffixes: - -ate, -ise, -ify. - adding suffixes beginning with vowels to root words ending in –fer. - Spell some words with silent letters. - Continue to distinguish between homophones and words which are often confused. - Use knowledge of etymology and morphology in spelling. - Understand that spelling of some words need to be learnt specifically. - Spell words from Year 5/6 word list. - Use dictionaries to check the spelling and meaning of words. - Use a thesaurus.	Taught to use familiar and new punctuation correctly: - full stops - capital letters - exclamation marks - question marks - commas for lists - apostrophes for contractions and singular possessive - use of inverted commas and other punctuation to punctuate direct speech - apostrophes for plural possession - commas after fronted adverbials - brackets, dashes or commas for parenthesis - commas to clarify meaning or avoid ambiguity - semi-colons, colons and dashes to mark boundary between independent clauses - colons to introduce lists and semi-colons within lists - bullet points to list information - hyphens to avoid ambiguity	Taught to: - use vocabulary and structures appropriate for formal speech including subjunctive forms. - use passive verbs to affect presentation on information in a sentence - use the perfect form of verbs to mark relationships of time and cause. - use expanded noun phrases to convey complicated information concisely. - link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. adverbials) and ellipsis. - use layout devices.  <b>Vocabulary pupils to use:</b> <b>subject</b> <b>object</b> <b>active</b> <b>passive</b> <b>synonym</b>	Taught to: - 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. - choosing the writing implement that is best suited for a task.	Taught to: Plan writing by: - 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. Draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. - in narratives, describing settings, characters and atmosphere and beginning to integrate dialogue to convey character and advance the action. - précising longer passages. - 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]. Evaluate and edit by: - assessing the effectiveness of their own and others' writing.	Diaries Letters Narratives – including setting and character descriptions Instructions Non-chronological reports Recounts Persuasive texts Balanced arguments/discussions Newspaper articles Information leaflets Play scripts A range of different of poetry - haikus, acrostics, rhyming, limericks, kennings, cinquains, raps narrative, free verse, nonsense



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			<b>antonym</b> <b>ellipsis</b> <b>hyphen</b> <b>colon</b> <b>semi-colon</b> <b>bullet points</b>		<ul style="list-style-type: none"><li>- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li><li>- ensuring the consistent and correct use of tense throughout a piece of writing.</li><li>- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register with increasing accuracy and confidence. Proof read for spelling and punctuation errors.</li></ul> Perform own compositions, using appropriate intonation, volume and movement so that meaning is clear.	
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**Suggested planning for writing:**

- 1) Pick a text type from suggested list.
- 2) Look at examples of the text, identify features, analyse text (at level appropriate to year group).
- 3) Teach any specific techniques, grammar, vocabulary, punctuation needed to successfully write text.
- 4) Children to discuss and plan own version of the text.
- 5) Draft, edit and improve writing (at level appropriate to year group).
- 6) If appropriate and relevant, children to create final copy of piece.

The above process could take anywhere between 1 – 4 weeks depending on the complexity of the text type and the level of detail the children write in.

Alongside this, teach discrete SPAG lessons to ensure coverage of spelling, punctuation and grammar content and discrete handwriting lessons as well as expecting children to apply what they learn in these areas to their writing.





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Discuss genres of writing in reading sessions.