

# The Holy Family Catholic Primary School Writing Skills and Knowledge Progression



Composition – Planning						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> <li>• Say what they are writing</li> </ul>	<ul style="list-style-type: none"> <li>• use ideas from reading in a narrative</li> <li>• say out loud what they are going to write about</li> <li>• say a sentence before writing it</li> </ul>	<ul style="list-style-type: none"> <li>• use a shared text as a model for writing</li> <li>• plan or say out loud what they are going to write about, including writing based on personal experiences</li> <li>• write down ideas, and/or key words, including new vocabulary</li> <li>• encapsulate what they want to say, sentence by sentence</li> </ul>	<ul style="list-style-type: none"> <li>• discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• plan or say out loud what they are going to write about, including writing based on personal experiences</li> <li>• write down ideas, and/or key words, technical vocabulary and phrases</li> <li>• compose and rehearse sentences orally, including dialogue, developing vocabulary and sentence structure choices</li> </ul>	<ul style="list-style-type: none"> <li>• discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>• discuss ideas for writing, beginning to make personal choices when planning</li> <li>• write down ideas, and/or key words, technical vocabulary and phrases</li> <li>• rehearse sentences orally, including dialogue, developing vocabulary and sentence structure choices (National Curriculum English Appendix 2)</li> </ul>	<ul style="list-style-type: none"> <li>• use other similar writing as models for their own</li> <li>• in writing narratives, consider how authors have developed characters, settings and atmosphere in texts they have read, listened to or seen performed</li> <li>• identify the audience for and the purpose of the writing</li> <li>• begin to use a variety of approaches to support effective planning</li> <li>• note and develop initial ideas, drawing on reading and research where necessary</li> <li>• rehearse orally, alternative word choices and sentence constructions to best suit the purpose and effect of a text (National Curriculum English Appendix 2)</li> </ul>	<ul style="list-style-type: none"> <li>• use other similar writing as models for their own</li> <li>• in writing narratives, consider how authors have developed characters, settings and atmosphere in texts they have read, listened to or seen performed</li> <li>• identify the audience for and the purpose of their writing and select the appropriate form when planning</li> <li>• use a variety of approaches to support effective planning</li> <li>• note and develop initial ideas, drawing on reading and research where necessary</li> <li>• rehearse orally, alternative word choices and sentence constructions to best suit the purpose and effect of a text (National Curriculum English Appendix 2)</li> </ul>

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Composition – Writing						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Enjoy drawing freely.</li> <li>• Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”</li> <li>• Make marks on their picture to stand for their name.</li> <li>• Write a sentence</li> </ul>	<ul style="list-style-type: none"> <li>• sequence sentences to form short narratives</li> <li>• use and continue a repeating pattern from a model</li> <li>• include some story language and patterns following models</li> <li>• re-tell/imitate familiar stories</li> <li>• act out stories and portray characters and their motives</li> <li>• recount real events</li> <li>• use the language of texts read as models for their own writing</li> <li>• sequence sentences to form</li> </ul>	<ul style="list-style-type: none"> <li>• write own narratives with a sequence of events</li> <li>• include story language and patterns</li> <li>• re-tell / imitate /adapt familiar stories with events in sequence and include some dialogue</li> <li>• explore characters’ feelings and situations in stories, using role play and oral rehearsal</li> <li>• describe characters and setting</li> </ul>	<ul style="list-style-type: none"> <li>• begin to develop the events in a narrative sequence</li> <li>• begin to include language that is more likely to be found in written texts rather than spoken language</li> <li>• include dialogue within story writing and begin to use this to reveal detail about character</li> <li>• use some detail in the description of setting and characters’ feelings or motives</li> <li>• write in a variety of genres and forms, including writing for real</li> </ul>	<ul style="list-style-type: none"> <li>• write narratives, developing the detail across the sequence of events</li> <li>• include language that is more likely to be found in written texts rather than spoken language</li> <li>• begin to develop mood and atmosphere, including through dialogue between characters</li> <li>• describe characters both physically and through their actions and speech</li> <li>• include setting descriptions across a text</li> <li>• write in a variety of genres and forms, using the appropriate form /</li> </ul>	<ul style="list-style-type: none"> <li>• experiment with form in narrative writing</li> <li>• adapt writing to distinguish between the language of speech and that of written texts</li> <li>• maintain an appropriate balance between dialogue and narrative</li> <li>• develop some aspects of characterisation through what characters say and do, beginning to integrate this within a text</li> <li>• begin to weave in setting descriptions with characterisation and action</li> <li>• write in a range of genres and forms taking account of different audiences and purposes</li> <li>• organise information gained from notes made from reading into own writing</li> </ul>	<ul style="list-style-type: none"> <li>• use a variety of narrative structures</li> <li>• adapt writing to distinguish between the language of speech and written texts and choose the appropriate register (formal/informal, personal/impersonal) for example, question tags in informal passages; or the subjunctive mood for very formal texts: the use of technical language; the use of the second person for a less formal, chatty style</li> <li>• blend elements of dialogue, action and description appropriately, ensuring a balance between dialogue and narrator</li> <li>• include aspects of characterisation, including what characters say and</li> </ul>

*‘As a family we live, love, learn and celebrate with Jesus.’*

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	<p>simple non-fiction text types</p> <ul style="list-style-type: none"> <li>• assemble information on a subject from their own experience</li> <li>• begin to convey information and ideas in simple non-narrative forms</li> <li>• listen to and discuss a wide range of rhymes and poems, learning to recite some by heart</li> <li>• use words that sequence events (see vocabulary / grammar section for detail of year group expectations)</li> <li>• make some choices of appropriate vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• write about real events</li> <li>• write for different purposes</li> <li>• establish the basic purpose of a text, using some relevant features</li> <li>• assemble information on a subject</li> <li>• convey information and ideas in simple non-narrative forms</li> <li>• listen to and discuss a wide range of contemporary and classic poetry, learning and reciting some</li> <li>• write poetry</li> <li>• use complete sentences grouped together to</li> </ul>	<p>purposes and audiences,</p> <ul style="list-style-type: none"> <li>• begin to select and use forms and vocabulary appropriate to the purpose / reader</li> <li>• assemble information on a subject and turn notes into sentences</li> <li>• include the use of devices to organise writing</li> <li>• prepare a range of different forms of poetry to read aloud and perform</li> <li>• write poetry using the features of poetic forms studied</li> <li>• include a structured sequence of events using a range of conjunctions and adverbs (see vocabulary / grammar section for detail of year</li> </ul>	<p>features of the genre for audience and purpose</p> <ul style="list-style-type: none"> <li>• organise or categorise information based on notes from several sources</li> <li>• in non-narrative material, use simple organisational devices</li> <li>• prepare a range of different forms of poetry to read aloud and perform</li> <li>• write poetry using the features of poetic forms studied</li> <li>• sequence events clearly and show how one event leads to another, using appropriate conjunctions and adverbials (see vocabulary / grammar section for detail of year group expectations)</li> <li>• include descriptive detail and figurative</li> </ul>	<ul style="list-style-type: none"> <li>• begin to précis longer paragraphs from reading</li> <li>• use a range of organisational and presentational devices to structure text and guide the reader</li> <li>• prepare poems to read aloud and perform</li> <li>• learn a wider range of poetry by heart</li> <li>• experiment with writing poetry using different forms</li> <li>• organise ideas so that they are sequenced logically according to the genre or form, using a range of adverbials and conjunctions (see vocabulary / grammar section for detail of year group expectations)</li> <li>• use expressive and figurative language to create mood and atmosphere</li> <li>• begin to make choices about vocabulary, word order, and punctuation for effect (see vocabulary / grammar section for detail of year group expectations)</li> </ul>	<p>do, integrating this within a text</p> <ul style="list-style-type: none"> <li>• weave in setting descriptions with characterisation / action</li> <li>• write in a range of genres and forms taking account of different audiences and purposes and using features confidently</li> <li>• organise information gained from notes made from reading into own writing</li> <li>• précis longer paragraphs from reading</li> <li>• build on previous year groups' use of organisational and presentational devices to structure text and guide the reader</li> <li>• prepare poems to read aloud and perform</li> <li>• learn a wider range of poetry by heart</li> <li>• write poetry using different forms</li> <li>• make organisational choices for effect, according to the genre or form, using a range of adverbial phrases and</li> </ul>
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		<p>tell the different parts of the story, linking these with conjunctions (see vocabulary / grammar section for detail of year group expectations)</p> <ul style="list-style-type: none"> <li>• choose appropriate words and phrases to describe</li> <li>• begin to select words for effect from a range provided</li> <li>• begin to vary sentence openings (see vocabulary / grammar section for detail of year group expectations)</li> </ul>	<p>group expectations)</p> <ul style="list-style-type: none"> <li>• begin to use figurative language</li> <li>• select words for effect from a range provided (see vocabulary / grammar section for detail of year group expectations)</li> <li>• begin to use a variety of sentence structures (see vocabulary / grammar section for detail of year group expectations)</li> <li>• ensure relevant details are included in both narrative and non-fiction writing</li> <li>• begin to use paragraphs to group related materials</li> </ul>	<p>language to make writing more vivid</p> <ul style="list-style-type: none"> <li>• choose words and phrases for effect (see vocabulary / grammar section for detail of year group expectations)</li> <li>• begin to explore the effect of different sentence structures in their writing, for example by considering the effect of changing the order of the information on the reader: (see vocabulary / grammar section for detail of year group expectations)</li> <li>• begin to consider the reader when adding detail in both narrative and non-fiction writing, for example by addressing the reader directly</li> <li>• use paragraphs to organise ideas</li> </ul>	<ul style="list-style-type: none"> <li>• begin to consciously control sentence structures in their writing, sometimes making choices about, sentence length, sentence complexity and punctuation for effect (see vocabulary / grammar section for detail of year group expectations)</li> <li>• engage reader and sustain interest, in both narrative and non-fiction writing, building on examples provided in year 4 such as asking questions / addressing the reader directly or through sharing interesting pieces of information directly with the reader, in nonfiction writing such as reports or biographies.</li> <li>• begin to develop points of view and authorial voice</li> <li>• begin to structure main ideas across the text by using paragraphs purposefully</li> <li>• use devices to build cohesion within a paragraph</li> <li>• link ideas across paragraphs using</li> </ul>	<p>conjunctions (see vocab grammar section for detail of year group expectations)</p> <ul style="list-style-type: none"> <li>• use expressive and figurative language to create mood and atmosphere</li> <li>• select suitable punctuation and precise vocabulary when writing (see vocabulary / grammar section for detail of year group expectations)</li> <li>• consciously control sentence structures in writing, making deliberate choices about, sentence length, sentence complexity and punctuation for effect (see vocabulary / grammar section for detail of year group expectations)</li> <li>• maintain interest for the reader in a variety of ways in both narrative and non-fiction writing</li> <li>• develop points of view and authorial voice</li> <li>• structure main ideas across the text by using paragraphs purposefully</li> <li>e.g. make some links using</li> </ul>
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				<p>around a theme in non-fiction forms</p> <ul style="list-style-type: none"> <li>• use adverbials to connect one paragraph to another</li> <li>• begin to use paragraphs to indicate changes in setting, character and time in a narrative</li> </ul>	<p>adverbials of time, place, number or tense choice</p> <ul style="list-style-type: none"> <li>• begin to use paragraphing to deliberately pace the writing</li> </ul>	<p>cohesive devices within paragraphs and across paragraphs, repetition of a word or phrase</p> <ul style="list-style-type: none"> <li>• use paragraphing to deliberately pace the writing</li> </ul>
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Evaluate and edit						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Re-read what they have written to check that it makes sense</li> </ul>	<ul style="list-style-type: none"> <li>• re-read what they have written to check for sense</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• proof read for errors in spelling, grammar and punctuation</li> <li>• re-read to check that their writing makes sense, and that tenses are consistent</li> <li>• evaluate their writing with the teacher and other pupils</li> <li>• read aloud what they have written with appropriate intonation to make meaning clear to the audience</li> </ul>	<ul style="list-style-type: none"> <li>• proof read for spelling, grammar and punctuation errors</li> <li>• re-read to check that their writing makes sense, that tenses are consistent and that pronouns are used accurately</li> <li>• begin to evaluate and edit the effectiveness of their own and others' writing and suggest improvements</li> <li>• begin to propose changes to vocabulary, punctuation, spelling and grammar</li> <li>• read aloud their own writing, to a group or the whole class, using the appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>• proof read for spelling, grammar and punctuation errors</li> <li>• re-read to check that their writing makes sense, that tenses are consistent and that pronouns are used accurately</li> <li>• evaluate and edit the effectiveness of their own and others' writing and suggest improvements.</li> <li>• propose changes to vocabulary, punctuation, spelling and grammar</li> <li>• read aloud their own writing, to a group or the whole class, using the appropriate intonation and controlling the tone and volume so that the meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>• proof read for spelling, grammar and punctuation errors</li> <li>• re-read to check that their writing makes sense, that tenses are consistent, pronouns are used accurately, and that there is correct subject and verb agreement when using singular and plural</li> <li>• evaluate and edit, assessing the effectiveness of their own and others' writing</li> <li>• propose changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning</li> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>	<ul style="list-style-type: none"> <li>• proof read for spelling, grammar and punctuation errors</li> <li>• re-read to check that their writing makes sense, that tenses are consistent, pronouns are used accurately, and that there is correct subject and verb agreement when using singular and plural</li> <li>• evaluate and edit, assessing the effectiveness of their own and others' writing</li> <li>• propose changes to vocabulary, grammar and punctuation to enhance effect and clarify meaning</li> <li>• perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear</li> </ul>



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Vocabulary, grammar and punctuation						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Write short sentences containing words with known sound-letter correspondences using a capital letter and full stop</li> </ul>	<ul style="list-style-type: none"> <li>• write single clause sentences</li> <li>• leave spaces between words</li> <li>• begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• join two clauses in a sentence using the co-ordinating conjunction 'and'</li> <li>• use 'because' to provide reasoning</li> <li>• use a capital letter for names of people,</li> </ul>	<ul style="list-style-type: none"> <li>• use single clause sentences and multi-clause sentences using coordinating conjunctions</li> <li>• use some multi-clause sentences using subordinating conjunctions</li> <li>• use sentences with different forms: statement, question command</li> <li>• punctuate sentences using full stops, capital letters, exclamation marks, question marks</li> <li>• use apostrophes for contracted forms</li> <li>• use commas in lists</li> <li>• expand sentences using the co-ordinating conjunctions or, and, but and subordination using</li> </ul>	<ul style="list-style-type: none"> <li>• use single clause sentences and multi-clause sentences using coordinating conjunctions</li> <li>• use some multi-clause sentences using subordinating conjunctions</li> <li>• use the full range of punctuation taught across KS1 to demarcate sentences, including commas in lists and apostrophes for singular possession</li> <li>• use inverted commas to punctuate direct speech</li> <li>• use commas in lists and begin to use them to demarcate clauses</li> <li>• express time, place and cause using conjunctions e.g. when, before, after,</li> </ul>	<ul style="list-style-type: none"> <li>• use single clause sentences and multi-clause sentences using coordinating conjunctions and multi-clause sentences using subordinating conjunctions</li> <li>• use the full range of punctuation taught across KS1 to demarcate sentences, including commas in lists and apostrophes for singular possession</li> <li>• use inverted commas and other punctuation to indicate direct speech i.e. a comma after the reporting clause; end punctuation within inverted commas</li> <li>• use a new line for a new speaker when writing direct speech</li> <li>• use apostrophes to mark plural possession</li> <li>• use commas to demarcate items in a list, clauses and phrases</li> <li>• express time, place and cause using conjunctions e.g. when, before, after, while, so, because; adverbs e.g. then,</li> </ul>	<ul style="list-style-type: none"> <li>• use a variety of sentence structures, such as: single clause sentences and multi-clause sentences using coordinating conjunctions and multi-clause sentences using subordinating conjunctions</li> <li>• use the full range of punctuation taught across KS1 and LKS2 to demarcate sentences, including apostrophe use and speech punctuation</li> <li>• use brackets, dashes or commas for parenthesis e.g. asides, additional information</li> <li>• place commas, mostly accurately, to clarify meaning or avoid ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>• use a variety of sentence structures, such as: single clause sentences and multi-clause sentences using coordinating conjunctions and multi-clause sentences using subordinating conjunctions</li> <li>• use the full range of punctuation taught across KS1 and KS2 to demarcate sentences, including apostrophe use and speech punctuation</li> <li>• use hyphens to avoid ambiguity</li> <li>• understand the use of semi-colons, colons and dashes to mark the boundary between independent clauses</li> <li>• use a colon to introduce a list</li> </ul>

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	<p>places, the days of the week, and the personal pronoun 'I'</p> <ul style="list-style-type: none"> <li>• learn the grammar for Y1 from English Appendix 2</li> <li>• orally practise using present and past tenses correctly</li> </ul>	<p>when if, that, because</p> <ul style="list-style-type: none"> <li>• use appropriate adjectives and adverbs to give essential information</li> <li>• use expanded noun phrases to describe and specify use some features of standard English</li> <li>• learn the grammar for Y2 from English Appendix 2</li> <li>• use the present and past tenses correctly and consistently</li> <li>• use the present progressive and past progressive forms</li> <li>• use and understand the grammatical terminology found in English Appendix 2 in discussing their writing</li> </ul>	<p>while, so, because; adverbs e.g. then, next, soon, therefore; prepositions e.g. before, after, during, in, because of</p> <ul style="list-style-type: none"> <li>• begin to expand noun phrases in different ways, for example by adding prepositional phrases</li> <li>• use some features of standard English</li> <li>• learn the grammar for Y3 from English Appendix 2</li> <li>• use the present and past tenses correctly and consistently</li> <li>• use the present perfect form of verbs instead of the simple past</li> <li>• use and understand the grammatical terminology found in English Appendix 2 in discussing their writing and reading</li> </ul>	<p>next, soon, therefore; prepositions e.g. before, after, during, in, because of</p> <ul style="list-style-type: none"> <li>• use fronted adverbials</li> <li>• use commas after fronted adverbials</li> <li>• use a variety of expanded noun phrases, for example, by the addition of modifying adjectives, and prepositional phrases</li> <li>• use Standard English forms for verb inflections instead of local spoken forms</li> <li>• learn the grammar for Y4 from English Appendix 2</li> <li>• maintain the use of the present and past tenses correctly and consistently</li> <li>• use the present perfect form of verbs in contrast to the past tense</li> <li>• select appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>• use and understand the grammatical terminology found in English Appendix 2 in discussing their writing</li> </ul>	<ul style="list-style-type: none"> <li>• use a range of conjunctions, prepositions and adverbials, e.g. therefore, despite, even though, later that day</li> <li>• use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>• begin to make precise and effective use of expanded noun phrases, conveying complicated information concisely</li> <li>• use Standard English forms for verb inflections instead of local spoken forms</li> <li>• learn the grammar for Y5 from English Appendix 2</li> <li>• maintain tense consistently and</li> </ul>	<ul style="list-style-type: none"> <li>• punctuate bullet points consistently</li> <li>• place commas to demarcate items in a list, between clauses and to clarify meaning or avoid ambiguity</li> <li>• use a range of conjunctions, prepositions and adverbials</li> <li>• use relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>• make precise and effective use of expanded noun phrases, conveying complicated information concisely</li> <li>• use Standard English forms for verb inflections instead of local spoken forms</li> <li>• learn the grammar for Y6 from English Appendix 2</li> </ul>
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					<p>begin to manage shifts in tense</p> <ul style="list-style-type: none"> <li>• use the perfect form of verbs to mark relationships of time and cause</li> <li>• indicate degrees of possibility using adverbs or modal verbs</li> <li>• ensure correct subject and verb agreement when using singular and plural</li> <li>• begin to use pronouns and a variety of nouns appropriately to aid cohesion and avoid repetition</li> <li>• use and understand the grammatical terminology found in English Appendix 2 in discussing their writing</li> </ul>	<ul style="list-style-type: none"> <li>• maintain tense and person consistently including shifts between tenses</li> <li>• use the perfect form of verbs to mark relationships of time and cause</li> <li>• use modal verbs or adverbs to indicate degrees of possibility and when deducing, speculating, and making suppositions</li> <li>• use passive constructions where appropriate</li> <li>• ensure correct subject and verb agreement when using singular and plural</li> <li>• use pronouns and a variety of nouns appropriately to aid cohesion and avoid repetition</li> <li>• use and understand the grammatical terminology found in English Appendix 2 accurately and appropriately</li> </ul>
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Handwriting						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Print</p> <ul style="list-style-type: none"> <li>• Write some letters accurately.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Hold a pencil comfortably and correctly</li> </ul>	<p>Print</p> <ul style="list-style-type: none"> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place i.e. middle or top</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)</li> <li>• make distinctions between ascenders and descenders and other 'between the line' letters</li> <li>• distinguish between similar looking letters</li> </ul>	<p>Lead ins</p> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct orientation and size relative to one another</li> <li>• start with the lead in and leave the end ready to join later</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>Joining</p> <ul style="list-style-type: none"> <li>• begin to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</li> <li>• increase the legibility, consistency and quality of handwriting e.g. by ensuring that the down strokes 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>	<ul style="list-style-type: none"> <li>• secure the use of the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</li> <li>• increase the legibility, consistency and quality of handwriting e.g. by ensuring that the down strokes 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>	<ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed</li> <li>• choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> </ul>	<ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed</li> <li>• choose which shape of a letter to use when given choices and decide whether or not to join specific letters</li> </ul>

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Transcription						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Write from memory some letters for and then their whole name.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s</li> <li>• Write simple letters and then words and phrases dictated by the teacher that use words using the GPCs and common exception words taught so far</li> </ul>	<ul style="list-style-type: none"> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> <li>• spell by segmenting spoken words into phonemes (containing each of the 40+ phonemes already taught) and representing these by graphemes, including plausible attempts, spelling some correctly</li> <li>• use letter names to distinguish between alternative spellings of the same sound</li> <li>• spell most words relating to the Y1 curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> <li>• segment spoken words into phonemes and represent these by graphemes, spelling many correctly</li> <li>• learn new ways of spelling phonemes for which one or more spellings are already known</li> <li>• spell most words relating to the statements from previous year groups correctly</li> <li>• apply spelling rules and guidance,</li> </ul>	<ul style="list-style-type: none"> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• spell most words relating to the statements from previous year groups correctly, after independent proof-reading</li> <li>• spell some words relating to the Y3 curriculum statements and word list correctly, after independent proof-reading</li> </ul>	<ul style="list-style-type: none"> <li>• write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> <li>• use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• spell most words relating to the statements from previous year groups correctly, after independent proof-reading</li> <li>• spell most words relating to the Y3/4 curriculum statements and word list correctly, after independent proof-reading</li> </ul>	<ul style="list-style-type: none"> <li>• use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use a thesaurus to select precise and effective vocabulary</li> <li>• spell most words relating to the statements from previous year groups correctly, after independent proof-reading</li> <li>• spell some words relating to the Y5/6 curriculum statements and word list correctly, after independent proof-reading</li> </ul>	<ul style="list-style-type: none"> <li>• use the first three or four letters of a word to check spelling, meaning, or both of these in a dictionary</li> <li>• use dictionaries to check the spelling and meaning of words</li> <li>• use a thesaurus to select precise and effective vocabulary</li> <li>• spell most words relating to the statements from previous year groups correctly, after independent proof-reading</li> <li>• spell most words relating to the Y5/6 curriculum statements and word list correctly, after independent proof-reading</li> </ul>

*'As a family we live, love, learn and celebrate with Jesus.'*

# The Holy Family Catholic Primary School Writing Skills and Knowledge Progression



	<p>statements correctly</p> <ul style="list-style-type: none"> <li>• name the letters of the alphabet in order</li> <li>• spell the days of the week</li> <li>• use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• use the prefix un-</li> <li>• use –ing, -ed, -er and –est where no change is needed in the spelling of root words</li> <li>• spell common exception words for Year 1</li> </ul>	<p>as listed in English Appendix 1</p> <ul style="list-style-type: none"> <li>• spell some words with contracted forms</li> <li>• learn some common homophones and near homophones</li> <li>• add suffixes to spell some words correctly in their writing</li> <li>• spell common exception words for Year 1 and 2</li> </ul>				
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