

Writing Curriculum Progression of Skills and Knowledge

Text/Sentence Structure

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Coordinating Conjunctions (FANBOYS)		Pupils can use co-ordinating conjunctions: and	Pupils can use co-ordinating conjunctions: but	Pupils can use co-ordinating conjunctions: or/so	Pupils can use co-ordinating conjunctions: yet	Pupils can use co-ordinating conjunctions: for	Pupils can use co-ordinating conjunctions: nor
Subordinating Conjunctions ISAWAWABUB (+ that)		Pupils can use subordinating conjunctions: because	Pupils can use subordinating conjunctions: if/when	Pupils can use subordinating conjunctions: that, after, before	Pupils can use subordinating conjunctions: as, although, while	Pupils can use subordinating conjunctions: since, until	
Understanding of Word Class		Pupils can use nouns, verbs and adjectives.	Pupils can use adverbs and prepositions.	Pupils use pronouns to start sentences. Pupils are beginning to use fronted adverbials.	Pupils can use fronted adverbials (time, manner and place).	Pupils can use determiners, modal verbs (might, could, will, must), relative pronouns within relative clauses.	Pupils can use adverbs of possibility.
Paragraphs				Pupils understand why new paragraphs are needed and are beginning to use paragraphs to organise ideas.	Pupils use paragraphs to organise ideas.	Pupils use paragraphs to organise ideas and can coherently link them where appropriate.	Use a range of devices to build cohesion within and across paragraphs.
Cohesion	Pupils can write simple phrases and sentences that can be read by others.	Pupils can write two or three linked sentences.	Pupils can write several linked sentences using time conjunctions.	Pupils are beginning to use prepositional phrases and fronted adverbials to create cohesion.	Pupils use prepositional phrases, fronted adverbials and pronouns to create cohesion within their writing, ensuring correct punctuation is in place.		
Sentence Structures	Pupils can talk in simple sentences using the past and present tenses.	Pupils can write a sentence after orally rehearsing it. They are beginning to extend their sentences using and/because.	Pupils can use sentences with different forms: statements / questions / exclamations and commands.	Pupils can write compound sentences using a range of conjunctions.	Pupils can use subordinate clauses and fronted adverbials to structure sentences in different ways and are beginning to use embedded clauses.	Pupils can use embedded clauses and relative clauses to structure sentences in different ways.	

Writing Curriculum Progression of Skills and Knowledge

Text Layout				Where appropriate, pupils use headings and sub-headings to organise paragraphs of non-narrative writing.	Pupils organise their writing using paragraphs that are clearly shown.	Pupils begin to punctuate bullet points accurately.	Pupils use bullet points, ensuring that these are accurately punctuated.
Editing	Re-read what they have written, with an adult, to check that it makes sense.	Re-read what they have written, with an adult, and make agreed changes.	Re-read what they have written, either independently or with another child, to check their 'high fives'. Changes are made using a purple pen.	With support, pupils are beginning to use the first few letters of a word to check the spelling of words in a dictionary.	Pupils can use the first few letters of a word to check the spelling and meaning of words in a dictionary.	Pupils assess the effectiveness of their own writing, making changes to the structure when appropriate.	

Writing Curriculum Progression of Skills and Knowledge

Punctuation							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Full Stops	Pupils are beginning to use full stops in some sentences.	Pupils use full stops in most sentences.	Pupils use full stops correctly in most sentences within an extended piece of writing.				
Capital Letters	Pupils are beginning to use capital letters in some sentences.	Pupils use capital letters at the beginning of most sentences. Pupils use capital letters for names, places and I.	Pupils use capital letters correctly in most sentences and for proper nouns.				
Question Marks		Pupils are beginning to use question marks in some sentences.	Pupils use question marks in some sentences.				
Exclamation Marks		Pupils are beginning to use exclamation marks in some sentences.	Pupils use exclamation marks in some sentences.				
Commas			Pupils are beginning to use commas to separate items in lists.	Pupils use commas to separate items in lists. Pupils are beginning to use commas to separate fronted adverbials.	Pupils use commas to separate fronted adverbials. Pupils are beginning to use commas to separate clauses.	Pupils use commas to separate clauses. Pupils are beginning to use commas to clarify meaning and to avoid ambiguity.	Pupils use commas to clarify meaning and to avoid ambiguity.
Commas in speech					Pupils are beginning to use commas to separate direct speech and reporting clauses.	Pupils use commas to separate direct speech and reporting clauses.	Pupils use commas within speech/dialogue, including split speech.
Inverted Commas for Direct Speech				Pupils are beginning to use inverted commas to indicate direct speech.	Pupils use inverted commas and are beginning to use other punctuation (e.g. exclamation mark, question mark or comma) within direct speech.	Pupils use inverted commas and other punctuation (e.g. exclamation mark, question mark or comma) mostly correctly within direct speech.	

Writing Curriculum Progression of Skills and Knowledge

Apostrophes			Pupils are beginning to use apostrophes to mark singular possession in nouns.	Pupils use apostrophes to mark singular possession in nouns.	Pupils are beginning to use apostrophes to mark plural possession.	Pupils use apostrophes to mark plural possession.	
			Pupils are beginning to use apostrophes to mark omission.	Pupils use apostrophes to mark omission correctly.			
Parenthesis					Pupils are beginning to use commas to indicate parenthesis.	Pupils use commas and are beginning to use brackets and dashes to indicate parenthesis.	Pupils use brackets and dashes to indicate parenthesis.
Dashes						Pupils are beginning to use dashes in sentences.	Pupils use dashes in sentences.
Colons						Pupils are beginning to use a colon to start a list.	Pupils use colons for clauses and lists.
Semi-Colons						Pupils are beginning to use a semi-colon within a list of phrases/clauses.	Pupils use semi-colons for clauses and lists.
Ellipsis					Pupils are beginning to use ellipsis as an alternative to 'to be continued...'	Pupils are beginning to use ellipsis to show pauses/interruptions in speech or to build tension.	Pupils use ellipsis to show pauses/interruptions in speech or to build tension.

Writing Curriculum Progression of Skills and Knowledge

Language							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Tenses	Pupils can orally express ideas, feelings and experiences using full sentences in the past and present tenses.	Pupils are able to write orally rehearsed sentences using past and present tense mostly correctly.	Pupils use past and present tense mostly correctly in extended pieces of writing and are beginning to use the future tense.	Pupils are beginning to use different verb forms mostly correctly.	Pupils use different verb forms mostly correctly.		
Expanded Noun Phrases		Pupils are beginning to use adjectives in their descriptions.	Pupils are beginning to use expanded noun phrases to describe and specify.	Pupils use expanded noun phrases to describe and specify.			
Prepositional Phrases				Pupils are beginning to use prepositions to describe and specify.	Pupils use prepositional phrases to describe and specify.		
Adverbial Phrases				Pupils are beginning to use adverbials to describe and specify.	Pupils use adverbial phrases to describe and specify.		
Standard English				Pupils are beginning to use the forms 'a' or 'an' dependent on the next word.	Pupils use the forms 'a' or 'an' dependent on the next word.		
Descriptive Language				Pupils are beginning to use a wider range of descriptive language.	Pupils are beginning to create atmosphere in narratives.	Pupils create atmosphere in narratives.	
Integrating Dialogue				Pupils are beginning to explore using speech to create separation from narrative.	Pupils use speech to create separation from narrative.	Pupils are beginning to integrate dialogue in narratives to convey character and to advance the action.	Pupils integrate dialogue in narratives to convey character and to advance the action.
Degrees of Possibility						Pupils are beginning to indicate degrees of possibility using adverbs and modal verbs.	Pupils indicate degrees of possibility using adverbs and modal verbs.
Write Effectively	Pupils can write simple phrases and sentences that can be read by others.	Pupils can write two or three linked sentences that can be read and understood by others.	Pupils can write a number of linked sentences, in an extended piece of writing, that can be	Pupils can write a paragraph that is coherent and aimed at a particular audience or purpose.	Pupils are beginning to link paragraphs to develop coherence in a piece of writing.	Pupils can write coherent paragraphs for a particular purpose or audience.	Pupils write effectively for a range of purposes and audiences, selecting the appropriate form and

Writing Curriculum Progression of Skills and Knowledge

			read and understood by others.				drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
Active and Passive						Pupils are beginning to use active and passive forms.	Pupils use active and passive forms accurately and appropriately.
Formality							Pupils can control the level of formality in their writing, particularly through manipulating grammar and vocabulary.
Terminology	Letter Capital letter Word Sentence Full stop Phoneme Digraph Trigraph	Singular Plural Punctuation Question mark Exclamation mark Conjunction Split digraph Bullet points Omission	Noun Statement Command Compound Adjective Verb Suffix Adverb Tense Apostrophe Comma Consonant Vowel Pronoun Subject Object Preposition	Prefix Direct speech Inverted comma Possessive	Fronted adverbial Subordinate Clause Synonym	Modal verb Relative pronoun Relative clause Parenthesis Bracket Dash Cohesion	Active Passive Antonym Ellipsis Hyphen Colon Semi-colon

Writing Curriculum Progression of Skills and Knowledge

Spelling							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics	<p>Pupils hear and say the initial sounds in words. Pupils can segment the sounds in simple words and blend them.</p> <p>Pupils can spell words by identifying sounds within them and representing these with a phoneme or digraph.</p>	<p>Pupils can segment words into phonemes and use the corresponding graphemes to represent a sound.</p>	<p>Pupils apply their phonological awareness from Year 1 to their spelling.</p>				
Age Related Spelling	<p>Pupils can spell the majority of the Reception CEW words.</p>	<p>Pupils can spell the majority of the Year 1 CEW words.</p>	<p>Pupils can spell the majority of the Year 2 CEW words.</p>	<p>Pupils can spell some words correctly from Year 3/4 spelling list, using these in their writing where appropriate.</p>	<p>Pupils can spell the majority of words correctly from Year 3/4 spelling list, using these in their writing where appropriate.</p>	<p>Pupils can spell some words correctly from Year 5/6 spelling list, using these in their writing where appropriate.</p>	<p>Pupils can spell majority of words correctly from Year 5/6 spelling list, using these in their writing where appropriate.</p>
		Pupils show evidence of using their weekly spellings in their writing (refer to Spelling Shed overview).					
Dictionary Usage				<p>With support, pupils are beginning to use the first few letters of a word to check the spelling of words in a dictionary.</p>	<p>Pupils can use the first few letters of a word to check the spelling and meaning of words in a dictionary.</p>	<p>Pupils actively and independently use the first few letters of a word to check the spelling and meaning of words in a dictionary.</p>	<p>Pupils use a dictionary to check the spelling and meaning of uncommon or more ambitious vocabulary. Pupils can recognise the word class and understand how to use these words in a sentence.</p>

Handwriting							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Ready to write	Pupils are taught to sit correctly at a table, hold their pencil correctly and position their paper.						
Formation	Pupils are beginning to form lower case letters and digits correctly.	Pupils produce writing where all letters are formed correctly and are of a consistent size.					
Spacing	Pupils are beginning to use finger spaces between words.	Pupils can use finger spaces between words.					
Joining			Pupils use diagonal and horizontal strokes needed to join letters in some writing. Pupils understand which letters are best left not joined.	Pupils join their handwriting and are beginning to develop some speed, ensuring the quality of their handwriting remains.	Pupils join their handwriting across the curriculum.		

Joins:

a c d e f h i k l m n o r t u v w z

Break letters (until personal style in UKS2):

b g j p q s x y

Note: If a child joins Saint John's Primary School after previously attending a different school, and their handwriting is neat and legible, teachers will not endeavour to alter their personal handwriting style. If a child shows proficiency in joining their letters, children can be encouraged to continue advancing.