

PROGRESSIONS OF SKILLS AND KNOWLEDGE ENGLISH - WRITING

	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Phonics and Spelling Rules</u>	<ul style="list-style-type: none"> Continues a rhyming string. Hears and says the initial sound in words. <ul style="list-style-type: none"> Segments the sounds in simple words and blends them together. Links sounds to letters, naming and sounding the letters of the alphabet. Uses their phonic knowledge to write words in ways which match their spoken sounds. 	<ul style="list-style-type: none"> Knows all letters of the alphabet and the sounds which they most commonly represent. Recognises consonant digraphs which have been taught and the sounds which they represent. Recognises vowel digraphs which have been taught and the sounds which they represent. Recognises words with adjacent consonants. Accurately spells most words containing the 40+ previously taught phonemes and GPCs. Spells some words in a phonically plausible way, even if sometimes incorrect. Applies Y1 spelling rules and guidance* 	<ul style="list-style-type: none"> Segments spoken words into phonemes and represents these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. Recognises new ways of spelling phonemes for which one or more spellings are already known and learns some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight). Applies further Y2 spelling rules and guidance* 	<ul style="list-style-type: none"> Spells words with the /ei/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein weigh, eight, neighbour, they, obey). <ul style="list-style-type: none"> Spells words with the /i/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym). Spells words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character). <ul style="list-style-type: none"> Spells words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique). Spells words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure). Spells words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country). Spells words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure). Spells words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure). 	<ul style="list-style-type: none"> Spells words with /shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television). <ul style="list-style-type: none"> Spells words with a/shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss'or'mit', e.g. expression, discussion, confession, permission, admission). Spells words with a/shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion). Spells words with a/shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician). <ul style="list-style-type: none"> Spells words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent). 	<ul style="list-style-type: none"> Spells words with endings that sound like/shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious). Spells words with endings that sound like/shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious). Spells words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight). Spells words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough). 	<ul style="list-style-type: none"> Spells words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably). Spells words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly). Spells words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize). Spells words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial). Spells words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).
<u>Common Exception Words</u>	<ul style="list-style-type: none"> Writes some irregular common words 	<ul style="list-style-type: none"> Spells all Y1 common exception words correctly. 	<ul style="list-style-type: none"> Spells most Y1 and Y2 common exception words correctly. 	<ul style="list-style-type: none"> Spells many of the Y3 and Y4 statutory spelling words correctly 	<ul style="list-style-type: none"> Spells all of the Y3 and Y4 statutory spelling words correctly. 	<ul style="list-style-type: none"> Spells many of the Y5 and Y6 statutory spelling words correctly. 	<ul style="list-style-type: none"> Spells all of the Y5 and Y6 statutory spelling words correctly.

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<p><u>Prefixes and Suffixes</u></p>		<p>Spells days of the week correctly.</p> <ul style="list-style-type: none"> • Uses -s and -es to form regular plurals correctly. • Uses the prefix 'un-' accurately. • Successfully adds the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest). 	<ul style="list-style-type: none"> • Adds Suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly. 	<ul style="list-style-type: none"> • Spells most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse). • Spells most words with the suffix -ly with no change to the root word; root words that end in 'le', 'al' or 'ic' and the exceptions to the rules. <p>Spells words with added suffixes beginning with a vowel (-er/-ed/-ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).</p> <ul style="list-style-type: none"> • Spells words with added suffixes beginning with a vowel (-er/-ed/-en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning). 	<ul style="list-style-type: none"> • Correctly spells most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non-(e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercety, exchange, nonsense). • Forms nouns with the suffix -ation(e.g. information, adoration, sensation, preparation, admiration). • Spells words with the suffix -ous with no change to root words, no definitive root word, words ending in'y', 'our' or'e'and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous). 	<ul style="list-style-type: none"> • Converts nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate). • Converts nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise). • Converts nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify). • Converts nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten). 	<ul style="list-style-type: none"> • Uses their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance). • Uses their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent). • Spells words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, transference).
<p><u>Further Spelling Conventions</u></p>		<ul style="list-style-type: none"> • Spells simple compound words (e.g. dustbin, football). • Reads words that they have spelt. • Takes part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes. 	<ul style="list-style-type: none"> • Spells more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll. • Learns the possessive singular apostrophe (e.g. the girl's book). • Writes, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. • Segments spoken words into phonemes and then represents all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words. 	<ul style="list-style-type: none"> • Spells some more complex homophones and near-homophones, including here/hear, brake/break and mail/male. • Uses the first two or three letters of a word to check its spelling in a dictionary. 	<ul style="list-style-type: none"> • Spells words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's). • Uses their spelling knowledge to use a dictionary more efficiently. 	<ul style="list-style-type: none"> • Spells complex homophones and near homophones, including who's/whose and stationary/stationery. • Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. 	<ul style="list-style-type: none"> • Spells homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/practise, license/license, advice/advise). • Spells words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own). • Uses a knowledge of morphology and etymology in spelling and understands that the spelling of some words needs to be learnt specifically. • Uses dictionaries and thesauruses to check the spelling and meaning of words and confidently finds synonyms and

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			<ul style="list-style-type: none"> • Self-corrects misspellings of words that they have been taught to spell (this may require support to recognise misspellings) 				antonyms.
<u>Planning, Writing and Editing</u>	<ul style="list-style-type: none"> • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events • Introduces a storyline or narrative into their play. • Writes own name and other things such as labels, captions. • Attempts to write short sentences in meaningful contexts. • Plays cooperatively as part of a group to develop and act out a narrative. • Develops their own narratives and explanations by connecting ideas or events. • Writes simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible 	<ul style="list-style-type: none"> • Composes a sentence orally before writing it. • Sequence sentences to form short narratives. • Discuss what they have written with the teacher or other pupils. • Rereads their writing to check that it makes sense and independently begins to make changes. • Reads their writing aloud clearly enough to be heard by their peers and the teacher. • Uses adjectives to describe. 	<ul style="list-style-type: none"> • Writes narratives about personal experiences and those of others (real and fictional). • Writes about real events. Writes simple poetry. • Plans what they are going to write about, including writing down ideas and/or key words and new vocabulary • Encapsulates what they want to say, sentence by sentence. • Makes simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. • Rereads to check that their writing makes sense and that the correct tense is used throughout. • Proof reads to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly). 	<ul style="list-style-type: none"> • Begins to use ideas from their own reading and modelled examples to plan their writing. • Proofreads their own and others' work to check for errors (with increasing accuracy) and to make improvements. • Begins to organise their writing into paragraphs around a theme. • Composes and rehearses sentences orally (including dialogue) 	<ul style="list-style-type: none"> • Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. • Consistently organises their writing into paragraphs around a theme to add cohesion and aid the reader. • Proofreads consistently and amends their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion. 	<ul style="list-style-type: none"> • Plans their 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. • Considers, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed. • Proofreads work to précis longer passages by removing unnecessary repetition or irrelevant details. • Consistently links ideas across paragraphs. • Proof reads their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements. 	<ul style="list-style-type: none"> • Notes down and develops initial ideas, drawing on reading and research where necessary. • Uses further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). • Uses a wide range of devices to build cohesion within and across paragraphs. • Habitually proofreads for spelling and punctuation errors. • Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. • Recognises how words are related by meaning as synonyms and antonyms and uses this knowledge to make improvements to their writing
<u>Awareness of Audience, Purpose and Structure</u>	<ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Expresses themselves effectively, showing awareness of listeners' needs. 	<ul style="list-style-type: none"> • Uses a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. • Starts to engage readers by using adjectives to describe. 	<ul style="list-style-type: none"> • Writes for different purposes with an awareness of an increased amount of fiction and non-fiction structures. • Uses new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences. • Reads aloud what 	<ul style="list-style-type: none"> • Demonstrates an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • Begins to use the 	<ul style="list-style-type: none"> • Writes a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). • Writes a range of narratives that are well-structured and well-paced. • Creates detailed settings, characters 	<ul style="list-style-type: none"> • Consistently produces sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. • Describes settings, characters and atmosphere with 	<ul style="list-style-type: none"> • Writes effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.). • Distinguishes

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			they have written with appropriate intonation to make the meaning clear.	structure of a wider range of text types (including the use of simple layout devices in non-fiction). <ul style="list-style-type: none"> Makes deliberate ambitious word choices to add detail. Begins to create settings, characters and plot in narratives. 	and plot in narratives to engage the reader and to add atmosphere. <ul style="list-style-type: none"> Begins to read aloud their own writing, to a group or the whole class, using appropriate intonation and controls the tone and volume so that the meaning is clear 	carefully- chosen vocabulary to enhance mood, clarify meaning and create pace. <ul style="list-style-type: none"> Regularly uses dialogue to convey a character and to advance the action. Performs their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear. 	between the language of speech and writing and to choose the appropriate level of formality <ul style="list-style-type: none"> Selects vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).
<u>Sentence Structure and Tense</u>	<ul style="list-style-type: none"> Begins to understand 'why' and 'how' questions. Questions why things happen and gives explanations and asks questions, e.g. who, what, when, how. Uses a range of tenses in speech (e.g. play, playing, will play, played). Answers 'how' and 'why' questions about their experiences and in response to stories or events. Uses past, present and future forms accurately when talking about events. 	<ul style="list-style-type: none"> Uses simple sentence structures 	<ul style="list-style-type: none"> Uses the present tense and the past tense mostly correctly and consistently. Forms sentences with different forms: statement, question, exclamation, command. Uses some features of written Standard English. 	<ul style="list-style-type: none"> Tries to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. Uses 'a' or 'an' correctly throughout a piece of writing 	<ul style="list-style-type: none"> Always maintains an accurate tense throughout a piece of writing. Always uses Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'. 	<ul style="list-style-type: none"> Uses arrange of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. Ensures the consistent and correct use of tense throughout all pieces of writing. 	<ul style="list-style-type: none"> Ensures the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.
<u>Uses of Phrases and Clauses</u>	<ul style="list-style-type: none"> Begins to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because'). 	<ul style="list-style-type: none"> Uses the joining word (conjunction) 'and' to link ideas and sentences. Begins to form simple compound sentences. 	<ul style="list-style-type: none"> Uses co-ordination (or/and/but). Uses some subordination (when/if/that/because). Uses expanded noun phrases to describe and specify (e.g. the blue butterfly). 	<ul style="list-style-type: none"> Uses subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although. Uses a range of conjunctions, adverbs and prepositions to show time, place and cause. 	<ul style="list-style-type: none"> Uses subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. Expands noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an 	<ul style="list-style-type: none"> Uses a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly). Uses relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. 	<ul style="list-style-type: none"> Uses the subjunctive form in formal writing. Uses the perfect form of verbs to mark relationships of time and cause. Uses the passive voice. Uses question tags in informal writing.

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					<p>unbreakable spirit.</p> <ul style="list-style-type: none"> • Consistently chooses nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it. 	<p>Professor Scriffle, who was a famous inventor, had made a new discovery.</p>	
<u>Punctuation</u>		<ul style="list-style-type: none"> • Uses capital letters for names, places, the days of the week and the personal pronoun 'I'. • Uses finger spaces. • Uses full stops to end sentences. • Begins to use question marks and exclamation marks. 	<ul style="list-style-type: none"> • Use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions 	<ul style="list-style-type: none"> • Uses the full range of punctuation from previous year groups. • Punctuates direct speech accurately, including the use of inverted commas. 	<ul style="list-style-type: none"> • Uses all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas. • Consistently uses apostrophes for singular and plural possession. 	<ul style="list-style-type: none"> • Uses commas consistently to clarify meaning or to avoid ambiguity. • Uses brackets, dashes or commas to indicate parenthesis. 	<ul style="list-style-type: none"> • Uses the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity
<u>Terminology</u>	<ul style="list-style-type: none"> • Shows an understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. 	<ul style="list-style-type: none"> • Recognises and uses the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark. 	<ul style="list-style-type: none"> • Recognises and uses the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma. 	<ul style="list-style-type: none"> • Recognises and uses the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks). 	<ul style="list-style-type: none"> • Recognises and uses the terms determiner pronoun, possessive pronoun and adverbial. 	<ul style="list-style-type: none"> • Recognises and uses the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity. 	<ul style="list-style-type: none"> • Recognises and uses the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points