



## Avenue Primary School - Progression in Writing Skills



| Areas                          | EYFS                                                                          | Year 1                                                                                                                        | 2                                                                                                                                                                 | 3                                                                                                                                                                                                             | 4                                                             | 5                                                                                                                                                                                                   | 6                                                                                                                                                                                                                                                                      |
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| Grammar terminology            |                                                                               | letter, capital letter<br>word, singular,<br>plural sentence<br>punctuation, full<br>stop, question mark,<br>exclamation mark | noun, noun phrase<br>statement, question,<br>exclamation,<br>command compound,<br>suffix adjective,<br>adverb, verb tense<br>(past, present)<br>apostrophe, comma | preposition,<br>conjunction word<br>family, prefix<br>clause,<br>subordinate<br>clause direct<br>speech<br>consonant,<br>consonant letter<br>vowel, vowel<br>letter inverted<br>commas (or<br>'speech marks') | determiner<br>pronoun,<br>possessive<br>pronoun<br>adverbial  | modal verb,<br>relative pronoun<br>relative clause<br>parenthesis,<br>bracket, dash<br>cohesion,<br>ambiguity                                                                                       | subject, object<br>active, passive<br>synonym,<br>antonym ellipsis,<br>hyphen, colon,<br>semi-colon,<br>bullet points                                                                                                                                                  |
| Context for writing (outcomes) | Orally develop own narratives and explanations by connecting ideas and events | Sequence sentences to form short narratives                                                                                   | Write simple, coherent narratives about personal experiences and those of others (real and fictional); real events; poetry and for different purposes             | Discuss writing similar to what will be written in order to understand and learn from its structure, vocabulary and grammar. Continue to write for a range of purposes and audiences.                         | As in Year 3<br><br><b>And</b><br><br>Begin to apply dialogue | Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.<br><br>Choose age appropriate grammar and vocabulary. | Write effectively for a range of purposes and audiences selecting language that shows a good awareness of the reader. Select vocabulary and grammatical structures that reflect what the writing requires Understand the difference between informal and formal speech |
| Vocabulary                     | Develop when reading/ guided or shared writing                                | Develop when reading/ guided or shared writing                                                                                | Use new nouns and adjectives from their reading                                                                                                                   | Build a rich and varied vocabulary                                                                                                                                                                            | Build a rich and varied vocabulary                            | Select vocabulary to                                                                                                                                                                                | Use more formal vocabulary (precise use)                                                                                                                                                                                                                               |

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|                     | simple vocabulary.                                                                                                                                                                                                 | Begin to explore nouns and simple adjectives to build up vocabulary.                                                |                                                                                                                                                                                                                                                                                                                                                                                                     | e.g. adverbs, conjunctions, prepositions                                                                                                                                    | e.g. choice of appropriate nouns and synonyms                                                                                                                  | enhance meaning                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                             |
| Grammar             | <p>Use past, present and future forms accurately when <b>talking</b> about events that have happened or are to happen in the future.<br/>Know what a sentence is.</p> <p>Begin to write a very simple sentence</p> | <p>Simple sentences</p> <p>Join clauses using and / because</p> <p>Simple noun phrases</p>                          | <p>Use a range of conjunctions</p> <p>Co-ordination- or, and, but</p> <p>Subordination— when, if, that, because</p> <p>Noun phrases leading onto expanded noun phrases for description and specification.</p> <p>Past and present tense mostly accurate in writing.</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress 'sifting the shells',</p> | <p>Expressing cause, time, place, using conjunctions, adverbs or prepositions</p> <p>Use Present Perfect Tense instead of simple past</p> <p>Introduction to paragraphs</p> | <p>Noun phrases (with the addition of modifying adjectives, nouns and preposition phrases)</p> <p>Fronted Adverbials (commas after them)</p> <p>Paragraphs</p> | <p>Perfect form of verbs to mark relationships of time and cause•</p> <p>Relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun•</p> <p>Converting nouns or adjectives into verbs</p> <p>Build cohesion, including adverbials of time, place and number</p> | <p>Subjunctive forms•</p> <p>Passive verbs using the perfect form of verbs to mark relationships of time and cause• differences in informal and formal language•</p> <p>Synonyms &amp; antonyms</p> <p>Cohesive devices such as grammatical connections and adverbials• use of ellipsis</p> |
| Grammar terminology | Children talk about through shared and guided work in reading and writing<br>Simple sentence                                                                                                                       | noun, noun phrase, statement, question, exclamation, compound, adjective, verb, suffix ,prefix, adverb tense (past, | noun, noun phrase, expanded noun phrase, statement, question, exclamation, compound, adjective, verb, suffix , prefix,                                                                                                                                                                                                                                                                              | adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct                                                                                    | determiner, pronoun, possessive pronoun, adverbial                                                                                                             | modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity                                                                                                                                                                                                                             | subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-                                                                                                                                                                                                          |

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|             | Capital letter<br>Full stop<br>Finger space,<br>Adjective<br>Conjunction -and                                                                                                                                                   | present), plural,<br>singular,<br>conjunction                                                                                                                                                                                                                                           | adverb tense (past,<br>present) , apostrophe,<br>comma, contraction,<br>conjunction                                                                                      | speech,<br>consonant,<br>consonant letter<br>vowel, vowel<br>letter, inverted<br>commas (or<br>'speech marks') |                                                                                                                                                                                                                                                                                          |                                                                                                                                                 | colon, bullet<br>points                                                                                                                                                                                                                        |
| Punctuation | To write a simple<br>sentence.<br>Children talk<br>about through<br>shared and<br>guided work in<br>reading and<br>writing:<br>Simple sentence<br>Capital letter<br>Full stop<br>Finger space,<br>Adjective<br>Conjunction -and | Punctuate sentences<br>using a capital letter<br>and a full stop,<br>question mark or<br>exclamation mark.<br>Use a capital letter<br>for names of people,<br>places, the days of<br>the week, and the<br>personal pronoun 'I'<br>Finger spaces used<br>to show spaces<br>between words | Full stops, capital<br>letters, exclamation<br>marks, question<br>marks, commas for<br>lists and apostrophes<br>for contracted forms<br>and the possessive<br>(singular) | Introduction to<br>inverted commas<br>/ speech marks                                                           | Indicating<br>possession by<br>using the<br>possessive<br>apostrophe with<br>singular and<br>plural nouns<br><br>Using and<br>punctuating<br>direct speech<br>(including<br>punctuation<br>within and<br>surrounding<br>inverted<br>commas)<br><br>Commas after<br>fronted<br>adverbials | Using commas<br>to clarify<br>meaning or<br>avoid ambiguity<br>in writing, using<br>brackets, dashes<br>or commas to<br>indicate<br>parenthesis | Using hyphens<br>to avoid<br>ambiguity, using<br>semicolons,<br>colons or dashes<br>to mark<br>boundaries<br>between<br>independent<br>clauses<br><br>Using a colon to<br>introduce a list<br><br>Punctuating<br>bullet points<br>consistently |
| Sentences   | Write simple<br>sentences that<br>can be read by<br>themselves or<br>others                                                                                                                                                     | Simple sentences<br>Learn how words<br>combine to make<br>sentences.                                                                                                                                                                                                                    | Extending sentences<br>using subordination<br>and co-ordination.                                                                                                         | Express time,<br>place and cause<br>using<br>conjunctions,<br>adverbs and<br>prepositions                      | Fronted<br>adverbials                                                                                                                                                                                                                                                                    | Relative clauses                                                                                                                                | Range of<br>conjunctions to<br>aid cohesion<br><br>Range of<br>sentence<br>structures to<br>include : and ;                                                                                                                                    |

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| Paragraphing |                                                                               |                                                           |                                                                               | Use paragraphs to group related ideas e.g. use sub-headings                    | Use paragraphs to organise ideas around a theme, cohesion within paragraphs is created through fronted adverbials and appropriate choice on noun/pronoun to avoid repetition | Use a range of devices to build cohesion within a paragraph e.g. adverbs (then, at last, later) and link ideas across paragraphs using adverbials of time and place and by using different tense choices | Use a wider range of cohesive devices to link ideas across paragraphs e.g. repetition of a word, grammatical connections (adverbials such as on the other hand, in contrast) |
| Cohesion     | Orally develop own narratives and explanations by connecting ideas and events | Use and/because to sequence sentences/short narratives    | use of subordination and co-ordination (to join clauses)                      | Use conjunctions, adverbs and prepositions to express time                     | Range of multi-clause sentences. Organise paragraphs around a theme. Use fronted adverbials. Use noun and pronouns for cohesion to avoid repetition                          | Use a wide range of devices e.g. adverbs, adverbials of time and place. Tense choices                                                                                                                    | As Year 5<br><br>Ellipsis                                                                                                                                                    |
| Noun phrases | Simple sentences                                                              | Joining clauses using 'and' e.g. the shells and the rocks | Expanded noun phrases for description and specification e.g. the white horses | Provide detail with preposition phrases e.g. the white horses gathering at sea | Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the dark grey bank of cloud rolling in from the Atlantic                   | Add detail using relative clauses e.g. the winding track that would take her up to the cliff path and safety                                                                                             | Convey complicated information concisely e.g. use of hyphens to avoid ambiguity<br><br>Beast-like waves ponded the sharp-edged rocks below the                               |

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| Spelling | <p>Phonetically plausible attempts at words teaching up to phase 3 KTC phonics Segmenting and blending</p> <p>Irregular common words 44 by end of F2</p> | <p>Phonics to Phase 5- segmenting and blending, including vowel and consonant diagraphs</p> <p>words with adjacent consonants</p> <p>Adding s and es to words (plural of nouns and the third person singular of verbs) Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word</p> <p>Adding -er and -est to adjectives where no change is needed to the root word</p> <p>Prefix - un</p> <p>Compound words</p> <p>Writing the first 100 sight words accurately/ common exception words listed</p> | <p>Phonics to Phase 5- segmenting and blending - alternatives</p> <p>Words with new GPCs introduced, many previously-taught GPCs can be revised at the same time.</p> <p>Using suffixes- ment, ness, ful, less and ly</p> <p>Adding -es to nouns and verbs ending in -y</p> <p>Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before</p> <p>Adding -ed, -ing, -er and -est to a root word ending in -e with a consonant before</p> <p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p> | <p>Revision of work from years 1 and 2</p> <p>Rules for adding suffixes</p> <p>Prefixes</p> <p>New spelling patterns such as words spelt with the k sound spelt ch.</p> <p>Possessive apostrophe with plural words</p> <p>Homophones and near homophones</p> <p>Yr 3/ 4 word list</p> | As year 3 | <p>Revision</p> <p>Focus on different endings of words being spelt and their patterns</p> <p>Adding suffixes beginning with vowel letters to words ending in -fer</p> <p>Use of the hyphen</p> <p>Words with the /i:/ sound spelt ei after c</p> <p>Words containing the letter-string ough</p> <p>Words with silent letters</p> <p>Homophones and other</p> | As year 5             |

|             |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                       |           |                                                                                                                                                                                                                                                          |           |
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|             |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                          | <p>Writing the first 200 sight words on the list including days of the week, months of year, numbers to 20 /Yr 2 common exception word list.</p> <p>Contractions</p> <p>Spelling words with possessive apostrophe</p> <p>Homophones and near homophones</p>                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                       |           | <p>words that are confused</p> <p>Yr 5/6 word list</p>                                                                                                                                                                                                   |           |
| Handwriting | <p>Modelling of letters through a variety of tasks</p> <p>Twinkl pre cursive looped used.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Modelling of CLs</p> <p>Form digits – access to number formation</p> | <p>begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>form capital letters</p> <p>form digits 0-9</p> <p>understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these</p> | <p>form lower-case letters of the correct size relative to one another</p> <p>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> | <p>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are</p> | As Year 3 | <p>write legibly, fluently and with increasing speed by:</p> <p>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task</p> | As Year 5 |

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|                    | Ascenders and descenders through phonics                         |                                                  | use spacing between words that reflects the size of the letters                                                                                                                                                                                                                                                                                                                                                                                       | spaced sufficiently so that the ascenders and descenders of letters do not touch]                                                                                                                                                                                                                                                   |           |                                                                                                                                                                                                                                                                                                                           |           |
| Editing in writing | Write simple sentences that can be read by themselves or others. | Re – read sentences to make sure it makes sense. | <p>Make simple additions, revisions and corrections to their 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-read to check for errors in spelling, grammar and punctuation</li> </ul> | <p>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> <li>•Proof-read for spelling and</li> </ul> | As year 3 | <p>Evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing</p> <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</li> </ul> | As year 5 |

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|  |  |  |  | punctuation errors |  | <p>a piece of writing</p> <p>•ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>•Proof-read for spelling and punctuation errors</p> |  |
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