Progression of Skills

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|  | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Vocabulary and Grammar** | * Begin to form simple sentences sometimes using punctuation * Write graphemes for each of the 44 phonemes * Write their own first names (beginning to attempt surname) and other things such as labels and captions | * Write clearly demarcated sentences. * Use ‘and’ to join ideas. * Use standard forms of verbs,   e.g. go/went. | * Write different kinds of sentence: statement, question, exclamation, command. * Use expanded noun phrases to add description & specification. * Use conjunctions to join sentences (e.g. so, but). * Write using subordination (when, if, that, because). * Correct use of verb tenses. | * Use conjunctions (when, so, before, after, while, because). * Use adverbs (then, next, soon). * Use prepositions (e.g. before, after, during, in, because of). * Experiment with adjectives to create impact. * Correctly use verbs in 1st, 2nd & 3rd person. * Use perfect form of verbs to   mark relationships of time & cause | * Vary sentence structure, using different openers. Use adjectival phrases (e.g. biting cold wind). * Appropriate choice of noun or pronoun. | * Add phrases to make sentences more precise & detailed. * Use range of sentence openers   – judging the impact or effect needed.   * Begin to adapt sentence structure to text type. Use pronouns to avoid repetition. | * Use subordinate clauses to write complex sentences. * Use passive voice where appropriate. * Use expanded noun phrases to convey complicated information concisely * demonstrate appropriate use of vocabulary and grammar to suit both formal and informal situations - recognise subjunctive |
| **Punctuation** |  | * Evidence of: Capital letters. Full stops. Question marks. Exclamation marks. * Capital letters for names & personal pronoun ‘I’.. | * Correct & consistent use of: Capital letters.   Full stops.  Question marks. Exclamation marks.  Commas in a list.   * Apostrophe (contractions). * Begin to use inverted commas | * Correct use of inverted commas for direct speech. | * Apostrophe for singular & plural possession. * Comma after fronted adverbial (e.g. Later that day, I heard bad news.). * Use commas to mark clauses. | * Brackets. Dashes. Commas. * Commas to clarify meaning or avoid ambiguity. * Link clauses in sentences using a range of subordinating & coordinating conjunctions. * Use verb phrases to create subtle differences (e.g. she began to run). | * Semi-colon, colon, dash to mark the boundary between independent clauses. * Correct punctuation of bullet points. * Hyphens to avoid ambiguity. * Full range of punctuation matched to requirements of text type. |
| **Paragraphing** |  | * Clearly sequenced sentences [as introduction to paragraphs]. | * Write under headings [as introduction to paragraphs]. | * Group ideas into paragraphs around a theme. * Write under headings & sub- headings. | * Use connectives to link paragraphs. * Organise paragraphs around a theme | * Consistently organise into paragraphs. * Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly). | * Wide range of devices to build cohesion within and across paragraphs. * Use paragraphs to signal change in time, scene, action, mood or person. |
| **Writing Process** |  | * include a simple beginning, middle and end in writing * re-read what has been written to check it makes sense * read aloud own writing clearly enough to be heard by peers and the teacher | * write for different purposes (including poetry) * proof read to check for errors in spelling, grammar and punctuation * re-read writing to check for correct and consistent tense | * assess the effectiveness of own and others’ writing * proof read for spelling, grammar and punctuation errors and self-correct | * creates settings, characters and plot in narratives * writes non-narratives using appropriate organisational devices * assess the effectiveness of their own and others’ writing and suggests improvements | * use own reading, what is listened to and what is seen as models to support the development of character, setting and atmosphere * proof read own work for spelling and punctuation errors | * use drafting * précis longer passages appropriately * proof read writing for wider audience to ensure accuracy of spelling and punctuation |
| **Handwriting** | * Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly | * sit correctly at the table and holds a pencil comfortably and correctly * spaces evident between words * Correct formation of lower case – finishing in right place and capital letters. * Correct formation of digits 0- 9 | * Evidence of diagonal & horizontal strokes to join * words are almost always appropriately and consistently spaced in relation to the size of the letters | * Legible, joined handwriting. * use diagonal and horizontal strokes to join letters and understand which letters when adjacent to one another or best left unjoined. | * Legible, joined handwriting of consistent quality (e.g. by ensuring the down strokes of letters are parallel equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not   touch) | * Legible and fluent style. | * Legible, fluent and personal style with increasingly efficient speed * know which letters join and which writing implement is best suited to a task |
| **Spelling** | * Use phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words | * Sound blending new words | * Applying phonic knowledge to spell an increasing number of complex words * Recognising phonic irregularities | * Prefixes and suffixes * Unusual spellings eg – ure, ch (k), gue, que, * Homophones * Word Lists 3 and 4 | | * Word endings eg. – cious, tious, cial etc * Use of hyphens * Silent letters * Homophones * Word Lists 5 and 6 | |