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
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| **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.
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| **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.
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| **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
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| **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
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| **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
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