

THE QUEEN'S C OF E PRIMARY WRITING SKILLS and PROGRESSION



	BASIC SENTENCE AND CONSTRUCTION	VOCABULARY, GRAMMAR and PUNCTUATION	PARAGRAPHING	HANDWRITING	PHONICS AND SPELLING
EYFS	<ul style="list-style-type: none"> ○ Write own name ○ Write labels ○ Begin to speak and form simple sentences 	<ul style="list-style-type: none"> ○ Use a capital letter at start of own name ○ Recognise and begin to use full stops ○ Begin to use finger spaces ○ Create simple sentences to imagine and recreate experiences 	<ul style="list-style-type: none"> ○ Begin to speak and form simple sentences 	<ul style="list-style-type: none"> ○ Use correct pencil grip ○ Form most letters correctly ○ Sit with correct posture when writing 	<ul style="list-style-type: none"> ○ Identify all Phase 3 single sounds and digraphs ○ Identify / read ○ Orally blend e.g. 'c-a-t' ○ Decode cvc, cvcc and ccvc words ○ Write Phase 3 tricky words
1	<ul style="list-style-type: none"> ○ Form grammatically correct simple sentences ○ Compose a sentence orally before writing it ○ Begin to embellish sentences e.g. <i>The giant had an enormous beard</i> ○ Accurately write from memory simple sentences dictated by the teacher ○ Use precise, clear language to give information e.g. <i>First, switch on the red button. Next ...</i> 	<ul style="list-style-type: none"> ○ Leave clear spaces between words ○ Use capital letters at the start of a sentence and full stop at the end ○ Use 'and' to join ideas ○ Vary sentence openers, e.g. <i>the, My, I</i> ○ Verbally use conjunctions to join sentences, e.g. <i>so, but, because...</i> ○ Use standard forms of verbs e.g. <i>go/went</i> ○ Introduce the use of question marks and exclamation marks ○ Use capital letter for personal pronoun 'I' and names of people, places and days of the week ○ Know, identify and explain the role a noun and verb in a sentence. ○ Use alliteration e.g. <i>dangerous dragon</i> ○ Use the determiners <i>the, a, my, your, an, this, that, his, her, their, some, all, lots of, many, more, those, these</i> ○ Use prepositions – <i>inside, outside, towards, across, under</i> 	<ul style="list-style-type: none"> ○ Sequence sentences to form short narratives 	<ul style="list-style-type: none"> ○ Sit with correct posture when writing ○ Write on lines ○ Form lower and upper case letters in the correct direction, starting and finishing in the right place ○ Begin to show an understanding of the correct use of upper and lower case letters ○ From digit 0-9 	<ul style="list-style-type: none"> ○ Identify / reach Phase 5 in 'Letters and Sounds' phonics programme ○ Spell regular polysyllabic words e.g. <i>snow/ball, sun/hat.</i> ○ Write Phase 3,4 and 5 tricky words ○ Identify 40 + phonemes * ○ Spell common expectation words ○ Spell the days of the week ○ Use letter names to distinguish between alternative spelling of the same phoneme. ○ Name letters of the alphabet in order ○ Use the spelling rule to add –s or –es as the plural marker for nouns and the 3rd person singular marker for verbs ○ Use the prefix un- ○ Using –ing, -ed, er and –est when no change is needed in the spelling of root words
			TERMINOLOGY FOR CHILDREN		
			letter, capital letter word, singular, plural sentence punctuation full stop, question mark, exclamation mark <i>noun</i> <i>verb</i>		
			FICTION	NON -FICTION	
<ul style="list-style-type: none"> ○ Understand that stories have a beginning, middle and end. ○ Use planning tools such as story maps and mountains 	<ul style="list-style-type: none"> ○ Understand text structure devices e.g. heading, introduction, middle sections, ending. ○ Show secure use of planning tool e.g. story map, mountain and grids. 				

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2	<ul style="list-style-type: none"> ○ Write compound sentences ○ Write different types of sentences – statement, question, exclamation and command ○ Use long sentences to add description or information ○ Use short sentences for emphasis ○ Use expanded noun phrases e.g. lots of people ○ Accurately write from memory simple sentences dictated by the teacher ○ Open sentences with a variety of words including one day, once upon a time, suddenly, first, next ○ Embellish sentences using adjectives and or embellish sentences using adverbs 	<ul style="list-style-type: none"> ○ Write with correct and constant use of capital letters, full stops, question and explanation marks ○ Use commas in a list ○ Use apostrophe to mark omission and singular possession in nouns ○ Write using subordination (when, if that, because) and co-ordination (or, and but) ○ Consistent attempts at using the past or present tense ○ Correct use of verb tense ○ Use generalises for information e.g. most dogs... some cats... ○ Use similes using 'like' e.g. hot like fire ○ Use prepositions – behind, above, along, before, between ○ Use suffixes er and est to form comparisons of adjectives and adverbs ○ Use 2 adjectives to describe a noun e.g. Squirrels have long, bushy tails. 	<ul style="list-style-type: none"> ○ Write under headings 	<ul style="list-style-type: none"> ○ Write lower case letters correct in size relative to one another ○ Show evidence of diagonal and horizontal strokes to join 	<ul style="list-style-type: none"> ○ Identify / reach Phase 6 in 'letters and sounds' phonics programme including all sounds and e.g. adding ed, ing, prefixes and suffixes un, re, dis, ful, ly ment ness ○ Spelling all tricky words and common expectation words ○ Spell words with contracted form (can't, couldn't, it's, i'll) ○ Spell spoken words into phonemes and represent these by graphemes – spelling many correctly ○ Distinguish between homophones and near homophones
				TERMININOLOGY FOR CHILDREN	
				Noun, noun phrase Statement question exclamation command Compound, suffix Adjective, adverb, verb tense (past, present) Apostrophe, comma	
				FICTION	NON -FICTION
				<ul style="list-style-type: none"> ○ Show secure use of planning tool e.g. story map, mountain and grids. 	<ul style="list-style-type: none"> ○ Show secure use of planning tool e.g. story map, mountain and grids.

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3	<ul style="list-style-type: none"> ○ Write simple and compound sentences ○ Embellish simple sentences using adverb starts e.g. amazingly, small insects can... ○ Embellish simple sentences adding adverbial phrases used as a 'where' 'when' 'how' starter (fontal adverbial) ○ Create compound sentences using coordination conjunctions: and, or, so, but, for, nor, yet ○ Vary sentence lengths: long to add description or information, short for emphasis and making key points ○ Open sentences to show the order of things happening: also, after, during. ○ Begin to plan, draft, edit and write 	<ul style="list-style-type: none"> ○ Use inverted commas to punctuate direct speech ○ Use commas after fronted adverbials e.g. Later that day, I heard good news ○ Use ellipsis to keep the reader hanging on ○ Use adverbs (then, next, soon) ○ Consistent use of the past and present tense ○ Experiment with adjectives to create impact ○ Begin to apply the correct use verbs in 1st, 2nd and 3rd person ○ Use the perfect form of verbs to make relationships in time ○ Correct use of determiners - <i>a</i> or <i>an</i> ○ Use powerful verbs e.g. stare, tremble ○ Use prepositions – next to, by the side of, in front of, during, though, throughout, because of 	<ul style="list-style-type: none"> ○ Group ideas into basic paragraphing (organise ideas into each story part) ○ Write under headings and sub-headings 	<ul style="list-style-type: none"> ○ Handwriting is mostly joined and constant in size. Capital letters are clear and distinct and not joined. 	<ul style="list-style-type: none"> ○ Know word families based on common words e.g. Teacher, teach ○ Nouns formed from prefixes e.g. auto- super- anti- ○ Use the possessive apostrophe accurately in words with regular plurals e.g. girls' ○ Spell common exception words ○ Identify and spell common homophones ○ Use the fist 2 or 3 letters of a word to check spelling in a dictionary ○ Adding 'ing' and 'le' ○ Plurals and adding suffixes ly, ful, less, er able, est ○ Prounouns and prefixes – un, -dis- miss-in-im-anti-ouo ○ Words ending in -tion, -sion, -cian, -ssion, -ture 		
			TERMININOLOGY FOR CHILDREN			preposition, conjunction word family, prefix clause, subordinate clause direct speech, inverted commas (or 'speech marks') consonant, consonant letter vowel, vowel letter	
			FICTION	NON -FICTION		<ul style="list-style-type: none"> ○ Use 5-point story structure (introduction, build up, problem or dilemma, resolution and ending) ○ Use present perfect as well as simple past e.g. <i>He has left his hat behind</i> instead of <i>He left his hat behind.</i> 	

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4	<ul style="list-style-type: none"> ○ Write simple and compound sentences and begin to write complex sentences ○ Begin to use commas to separate phrases and clauses within sentences ○ Use a wider variety of conjunctions e.g. Before, after, because, although, if. ○ Vary sentences openers to avoid repetition – used ‘ed’ openers e.g. <i>Exhausted, the Roam solider collapsed.</i> ○ Create a sentence of 3 for action e.g. <i>Sam rushed down the road, jumped on the bus and sank into his seat.</i> ○ Use long and short sentences for effect: long to enhance description or information. Short to move events on quickly e.g. <i>It was midnight.</i> ○ To plan, draft, evaluate and edit writing. 	<ul style="list-style-type: none"> ○ Use apostrophe for omission and possession ○ Use commas after clauses and after fronted adverbials ○ Correct speech punctuation (e.g. commas, question and explanation marks etc.) before the close of inverted commas to punctuate direct speech ○ Write dialogue using verb and adverb e.g. <i>“Hello” she whispered, shyly.</i> ○ Use appropriate choice of noun or pronoun ○ Use adverbs ○ Use the 3rd / 2st person (he, she, and they / I) ○ Use adjectival phrases e.g. <i>biting cold (wind)</i> ○ Use the standard English forms for verb inflections instead of spoken forms e.g. <i>(I done/ I did)</i> ○ Use conditionals accurately – would, could, should 	<ul style="list-style-type: none"> ○ Use paragraphs to organise ideas around a theme ○ Use connecting adverbs to link paragraphs 	<ul style="list-style-type: none"> ○ Writing is legible, consistent and fluent - by ensuring downward strokes of letter are parallel and equidistant; that lines of writing are spaced significantly so that the ascenders and decenders of letters do not touch. 	<ul style="list-style-type: none"> ○ Spell common exception words / Statutory Year 3 and 4 words including: ○ Spell common homophones e.g. missed/mist and plurals ○ Suffies –ly, -ation, -ous ○ Prefixes –im, -il, mis, re, sub, inter, anti, auto. ○ Strategies to spell words include use of a dictionary
			TERMINOLOGY FOR CHILDREN		
			determiner pronoun, possessive pronoun adverbial		
			FICTION	NON -FICTION	
			<ul style="list-style-type: none"> ○ Develop use 5-point story structure (introduction, build up, problem or dilemma, resolution and ending) ○ Use paragraphs to organise narrative flow 	<ul style="list-style-type: none"> ○ Use paragraphs to link ideas around a theme logically grouping paragraphs 	

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5	<ul style="list-style-type: none"> ○ Write simple and compound sentences and begin to use relative clauses – when a clause is introduced by a relative pronoun (<i>which, that, whom, whose</i>) or a relative verb (<i>where, when, why</i>) ○ Add phrases to make sentences more precise and detailed ○ Use a range of sentence openers – judging the impact or effect ○ Elaborate sentence starters using adverbial phrases e.g. <i>Beyond the dark gloom of the cave, Ben saw the bear move.</i> ○ Use subordinate clauses to add extra information to give reason and explain ○ Use complex conjunctions <i>although, however, besides</i> ○ Link clauses in sentences using a range of subordination or coordinating sentences ○ Use verb phrases to create subtle differences e.g. <i>She began to run</i> ○ Use long and short sentences for meaning and or effect ○ Begin to adapt sentence structure to text type (show an awareness of purpose and reader) ○ Have a clear writing voice ○ To plan, draft, evaluate and edit writing including proof reading for spelling and punctuation errors 	<ul style="list-style-type: none"> ○ Beginning to use: ellipses (Yr3), dashes, semi colons (;) and hyphen (-), colons (:) and brackets () ○ Use inverted commas, with new lines for the speaker and correct punctuation (speech + verb + action) ○ Securing use of apostrophes both for contraction (I'm) and possession (girl's/girls') ○ Use commas to separate items in a list, clauses and phrases ○ Use pronouns to avoid repetition e.g. <i>Fred, he, the little boy.</i> ○ Use basic standard English e.g. agreement between verb and noun, consistency of tense: avoid double negative ○ Use of modular verbs e.g. <i>might, should, will, must</i> or adverbs e.g. <i>perhaps, surly.</i> ○ Use of metaphors ○ Use of personification ○ Use verb prefixes (e.g. <i>dis, de, mis, over and re</i>) ○ Converting nouns or adjectives using suffixes (e.g. <i>-ate, ise, ify</i>) 	<ul style="list-style-type: none"> ○ Consistently organised into paragraphs ○ Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) <div style="border: 1px solid black; padding: 5px; text-align: center;">TERMINOLOGY FOR CHILDREN</div> <p>model verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 45%; text-align: center;">FICTION</div> <div style="border: 1px solid black; padding: 5px; width: 45%; text-align: center;">NON -FICTION</div> </div> <ul style="list-style-type: none"> ○ Develop suspense techniques in the build up ○ Introduce more than 1 problem or dilemma to be resolved ○ Use 5-point story structure (may include flashbacks) 	<ul style="list-style-type: none"> ○ Writing is legible, consistent and fluent – and is beginning to develop in style and flow ○ <i>Increase speed to produce a side of A4 page in 45 minutes</i> 	<ul style="list-style-type: none"> ○ Distinguish between homophones ○ Increasingly use knowledge of morphology and etymology in spelling to understand that the spelling of some words need to be learnt specially. ○ Spell common words with silent letters e.g. knight, psalm, solemn ○ Spell words that use unstressed vowels in polysyllabic words and common letter strings ○ Spell words with the 'long e' sound spelt 'ei' after c ○ Spell words containing the letter-string <i>ough</i> ○ Spelling patterns and rules with prefixes and suffixes ○ Adding suffixes, word roots and spelling patterns – <i>cious, tious, cial, tial, -tions ble, able, ibly, ably, ant/ ance/ ancy, ent/ ence/ ency</i> ○ Use suffix <i>fer</i>

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6	<ul style="list-style-type: none"> ○ Use a range of sentence constructions for intended effect, including simple, embellished, compound, complex. ○ Use subordinate clauses to write complex sentences. ○ Use the passive voice ○ Use relative clauses – <i>who, which</i> ○ Use expanded noun phrase to convey complicated information concisely (e.g. <i>The fact that it was raining meant the end of sports day</i>) ○ Use interesting and varied sentence openers ‘<i>after a while</i>’ ‘<i>meanwhile</i>’ ‘<i>before very long</i>’ ‘<i>anxiously</i>’ ‘<i>having</i>’ ○ Use sentence structure and layout matched to text type ○ Understand features of genre and apply when writing ○ Show a writer’s voice i.e. humour ○ Write effectively for a range of purpose and audience ○ Integrate dialogue 	<ul style="list-style-type: none"> ○ Use semi-colon, colon or dash to mark boundary between independent clauses ○ Use colon to introduce a list and semi-colon within a list ○ Use the correct punctuation of bullet points ○ Use hyphens to avoid ambiguity ○ Use the subjunctive correctly (<i>if I were you</i>) ○ Use informal and formal speech – using appropriate vocabulary choices e.g. <i>said vs reported, alleged or claimed in formal speech or writing</i> ○ Use active and passive verbs to create effect e.g. <i>active: ‘Tom accidently dropped the glass; Passive: The glass was accidently dropped by Tom’</i> 	<ul style="list-style-type: none"> ○ Use wider range of devices to build cohesion within and across paragraphs. Including ... Semantic cohesion (<i>repetition of word or phrase</i>) Grammatical connections (e.g. <i>use of adverbials such as, on the other hand, in contrast</i>) And elision ○ Use paragraphs to signal changes in time, scene, action and mood or person 	<ul style="list-style-type: none"> ○ Develop a handwriting style that is legible, consistent and fluent. ○ Confidently write a sufficient amount to demonstrate ability- adding atmosphere and effect 	<ul style="list-style-type: none"> ○ Spell all words in the Yr 3 + 4 list ○ Spell all words in the year 5 + 6 list ○ Spell words ending in <i>ible, able, ably, ibly, ance, ence, cial, tial, tious, cious</i>. (<i>Revision of Y5 spelling objectives</i>). ○ Use further prefixes and suffixes and understand the guidance to use them ○ Understand how words are related by meaning as synonyms and antonyms e.g. <i>big, large, little</i>
TERMINOLOGY FOR CHILDREN					
subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi colon, bullet points					
				FICTION	NON -FICTION
				<ul style="list-style-type: none"> ○ Securely develop characterisation ○ Securely describe setting and atmosphere ○ Maintain plot consistently working from a plan 	<ul style="list-style-type: none"> ○ Use appropriate informal and formal styles of writing ○ Use layout devices, such as headings, subheadings, columns, bullets, or tables to structure text