

**THE KING'S C OF E PRIMARY WRITING SKILLS and PROGRESSION**

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

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

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

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<b>4</b>	<ul style="list-style-type: none"> <li>○ Write simple and compound sentences and begin to write complex sentences</li> <li>○ Begin to use commas to separate phrases and clauses within sentences</li> <li>○ Use a wider variety of conjunctions e.g. Before, after, because, although, if.</li> <li>○ Vary sentences openers to avoid repetition – used 'ed' openers e.g. <i>Exhausted, the Roam solider collapsed.</i></li> <li>○ Create a sentence of 3 for action e.g. <i>Sam rushed down the road,</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Use apostrophe for omission and possession</li> <li>○ Use commas after clauses and after fronted adverbials</li> <li>○ Correct speech punctuation (e.g. commas, question and explanation marks etc.) before the close of inverted commas to punctuate direct speech</li> <li>○ Write dialogue using verb and adverb e.g. <i>"Hello" she whispered, shyly.</i></li> <li>○ Use appropriate choice of noun or pronoun</li> <li>○ Use adverbs</li> <li>○ Use the 3<sup>rd</sup> / 2<sup>st</sup> person (he, she, and they / I)</li> <li>○ Use adjectival phrases e.g. <i>biting cold (wind)</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Use paragraphs to organise ideas around a theme</li> <li>○ Use connecting adverbs to link paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>○ 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.</li> </ul>	<ul style="list-style-type: none"> <li>○ Spell common exception words / Statutory Year 3 and 4 words including:</li> <li>○ Spell common homophones e.g. missed/mist and plurals</li> <li>○ Suffies –ly, -ation, -ous</li> <li>○ Prefixes –im, -il, mis, re, sub, inter, anti, auto.</li> <li>○ Words ending in -tion, -sion, -cian, -ssion, -ture</li> <li>○ Strategies to spell words include use of a dictionary</li> </ul>
			<b>TERMININOLOGY FOR CHILDREN</b>		
			determiner pronoun, possessive pronoun adverbial		
			<b>FICTION</b>	<b>NON -FICTION</b>	

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	<p><i>jumped on the bus and sank into his seat.</i></p> <ul style="list-style-type: none"> <li>○ 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></li> <li>○ To plan, draft, evaluate and edit writing.</li> </ul>	<ul style="list-style-type: none"> <li>○ Use the standard English forms for verb inflections instead of spoken forms e.g. (<i>I done/ I did</i>)</li> <li>○ Use conditionals accurately – would, could, should</li> </ul>	<ul style="list-style-type: none"> <li>○ Develop use 5-point story structure (introduction, build up, problem or dilemma, resolution and ending)</li> <li>○ Use paragraphs to organise narrative flow</li> </ul>	<ul style="list-style-type: none"> <li>○ Use paragraphs to link ideas around a theme logically grouping paragraphs</li> </ul>	
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5	<ul style="list-style-type: none"> <li>○ 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>)</li> <li>○ Add phrases to make sentences more precise and detailed</li> <li>○ Use a range of sentence openers – judging the impact or effect</li> </ul>	<ul style="list-style-type: none"> <li>○ Beginning to use: ellipses (Yr3), dashes, semi colons (;) and hyphen (-), colons (:) and brackets ( )</li> <li>○ Use inverted commas, with new lines for the speaker and correct punctuation (speech + verb + action)</li> <li>○ Securing use of apostrophes both for contraction (I'm) and possession (girl's/girls')</li> <li>○ Use commas to separate items in a list, clauses and phrases</li> </ul>	<ul style="list-style-type: none"> <li>○ Consistently organised into paragraphs</li> <li>○ Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly)</li> </ul>	<ul style="list-style-type: none"> <li>○ Writing is legible, consistent and fluent – and is beginning to develop in style and flow</li> <li>○ <i>Increase speed to produce a side of A4 page in 45 minutes</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Distinguish between homophones</li> <li>○ Increasingly use knowledge of morphology and etymology in spelling to understand that the spelling of some words need to be learnt specially.</li> <li>○ Spell common words with silent letters e.g. knight, psalm, solemn</li> <li>○ Spell words that use unstressed vowels in polysyllabic words and common letter strings</li> </ul>
<b>TERMININOLOGY FOR CHILDREN</b>					

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	<ul style="list-style-type: none"> <li>○ Elaborate sentence starters using adverbial phrases e.g. <i>Beyond the dark gloom of the cave, Ben saw the bear move.</i></li> <li>○ Use subordinate clauses to add extra information to give reason and explain</li> <li>○ Use complex conjunctions <i>although, however, besides</i></li> <li>○ Link clauses in sentences using a range of subordination or coordinating sentences</li> <li>○ Use verb phrases to create subtle differences e.g. <i>She began to run</i></li> <li>○ Use long and short sentences for meaning and or effect</li> <li>○ Begin to adapt sentence structure to text type (show an awareness of purpose and reader)</li> <li>○ Have a clear writing voice</li> <li>○ To plan, draft, evaluate and edit writing including proof reading for spelling and punctuation errors</li> </ul>	<ul style="list-style-type: none"> <li>○ Use pronouns to avoid repetition e.g. <i>Fred, he, the little boy.</i></li> <li>○ Use basic standard English e.g. agreement between verb and noun, consistency of tense: avoid double negative</li> <li>○ Use of modular verbs e.g. <i>might, should, will, must</i> or adverbs e.g. <i>perhaps, surly.</i></li> <li>○ Use of metaphors</li> <li>○ Use of personification</li> <li>○ Use verb prefixes (e.g. <i>dis, de, mis, over and re</i>)</li> <li>○ Converting nouns or adjectives using suffixes (e.g. <i>-ate, ise, ify</i>)</li> </ul>	<p>model verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>		<ul style="list-style-type: none"> <li>○ Spell words with the 'long e' sound spelt 'ei' after c</li> <li>○ Spell words containing the letter-string <i>ough</i></li> <li>○ Spelling patterns and rules with prefixes and suffixes</li> <li>○ Adding suffixes, word roots and spelling patterns – <i>cious, tious,, -tions ible, able, ibly, ably ,</i></li> </ul>
			<p align="center"><b>FICTION</b></p> <ul style="list-style-type: none"> <li>○ Develop suspense techniques in the build up</li> <li>○ Introduce more than 1 problem or dilemma to be resolved</li> <li>○ Use 5-point story structure (may include flashbacks)</li> </ul>	<p align="center"><b>NON -FICTION</b></p> <ul style="list-style-type: none"> <li>○ Link ideas within and across paragraphs using a range of connectives. Use rhetorical questions to draw the reader in</li> </ul>	
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<b>6</b>	<ul style="list-style-type: none"> <li>○ Use a range of sentence constructions for intended effect, including simple, embellished, compound, complex.</li> <li>○ Use subordinate clauses to write complex sentences.</li> <li>○ Use the passive voice</li> <li>○ Use relative clauses – <i>who, which</i></li> <li>○ Use expanded noun phrase to convey complicated information</li> </ul>	<ul style="list-style-type: none"> <li>○ Use semi-colon, colon or dash to mark boundary between independent clauses</li> <li>○ Use colon to introduce a list and semi-colon within a list</li> <li>○ Use the correct punctuation of bullet points</li> <li>○ Use hyphens to avoid ambiguity</li> <li>○ Use the subjunctive correctly (<i>if I were you</i>)</li> <li>○ Use informal and formal speech – using appropriate vocabulary choices e.g. <i>said vs</i></li> </ul>	<ul style="list-style-type: none"> <li>○ Use wider range of devices to build cohesion within and across paragraphs. Including ...</li> <li>Semantic cohesion (<i>repetition of word or phrase</i>)</li> <li>Grammatical connections (e.g. <i>use of adverbials</i>)</li> </ul>	<ul style="list-style-type: none"> <li>○ Develop a handwriting style that is legible, consistent and fluent.</li> <li>○ Confidently write a sufficient amount to demonstrate ability- adding atmosphere and effect</li> </ul>	<ul style="list-style-type: none"> <li>○ Spell all words in the Yr 3 + 4 list</li> <li>○ Spell all words in the year 5 + 6 list</li> <li>○ Spell words ending in <i>ible, able, ably, ibly, ance, ence, cial, tial, tious, cious. (Revision of Y5 spelling objectives).</i></li> <li>○ Use suffix <i>fer</i></li> <li>○ Adding suffixes, word roots and spelling patterns - <i>cial, tial, ant/ ance/ ancy, ent/ ence/ ency</i></li> </ul>

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	<p>concisely (e.g. <i>The fact that it was raining meant the end of sports day</i>)</p> <ul style="list-style-type: none"> <li>○ 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>'</li> <li>○ Use sentence structure and layout matched to text type</li> <li>○ Understand features of genre and apply when writing</li> <li>○ Show a writer's voice i.e. humour</li> <li>○ Write effectively for a range of purpose and audience</li> <li>○ Integrate dialogue</li> </ul>	<p><i>reported, alleged or claimed in formal speech or writing</i></p> <ul style="list-style-type: none"> <li>○ Use active and passive verbs to create effect e.g. <i>active: 'Tom accidentally dropped the glass; Passive: The glass was accidentally dropped by Tom'</i></li> </ul>	<p><i>such as, on the other hand, in contrast)</i> And elision</p> <ul style="list-style-type: none"> <li>○ Use paragraphs to signal changes in time, scene, action and mood or person</li> </ul>		<ul style="list-style-type: none"> <li>○ Use further prefixes and suffixes and understand the guidance to use them</li> <li>○ Understand how words are related by meaning as synonyms and antonyms e.g. <i>big, large, little</i></li> </ul>
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<p>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi colon, bullet points</p>					
<b>FICTION</b>			<b>NON -FICTION</b>		
<ul style="list-style-type: none"> <li>○ Securely develop characterisation</li> <li>○ Securely describe setting and atmosphere</li> <li>○ Maintain plot consistently working from a plan</li> </ul>			<ul style="list-style-type: none"> <li>○ Use appropriate informal and formal styles of writing</li> <li>○ Use layout devices, such as headings, subheadings, columns, bullets, or tables to structure text</li> </ul>		