



Early Years

Skills	Nursery	Reception
	<p>Children will know how to draw horizontal lines.</p> <p>Children will know how to draw vertical lines.</p> <p>Children will know how to draw circles.</p> <p>Children will know how to draw diagonal lines.</p> <p>Children will write the initial sound in their name.</p> <p>Children will write their name.</p> <p>Observational checkpoint: Can children write their name?</p>	<p>Children will know how to correctly form the letters s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, j, v, w, x, y, z.</p> <p>Children will know how to correctly form capital letters.</p> <p>Children will know how to write their name.</p> <p>Children will know how to write initial sounds.</p> <p>Children will know how to write a short phrase.</p> <p>Children will know how to write a short sentence.</p> <p>Children will know how to read what they have written to check it makes sense.</p> <p>ELG: Writing: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>



Key Stages 1 and 2

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription	<p>Spell words containing 40+ phonemes, common exception words and days of the week</p> <p>Name letters of the alphabet</p> <p>Add suffix -s and -es to create plural nouns/3rd person singular for verbs</p> <p>Use prefix un-</p> <p>Use -ing, -ed, -er and -est where root word remains unchanged</p> <p>Write from memory simple sentences dictated by the teacher</p>	<p>Learn alternative spelling phonemes</p> <p>Spell common exception words, contractions and begin to use homophones</p> <p>Add suffixes -ment, -ness, -ful, -less, -ly</p> <p>Write from memory simple sentences dictated by the teacher</p>	<p>Use a wider range of prefixes and suffixes</p> <p>Spell words that are often misspelt</p> <p>Spell a wide range of homophones</p> <p>Use a dictionary to spell words correctly</p> <p>Write from memory simple sentences dictated by the teacher</p>	<p>Use a wider range of prefixes and suffixes</p> <p>Spell words that are often misspelt</p> <p>Spell a wide range of homophones</p> <p>Use a dictionary to spell words correctly</p> <p>Write from memory simple sentences dictated by the teacher</p>	<p>Use a wider range of prefixes and suffixes</p> <p>Spell some words with silent letters</p> <p>Continue to distinguish between homophones and other words that are often confused</p> <p>Use dictionaries to check spelling and meaning of new words (using first 3 letters)</p> <p>Use knowledge of morphology and etymology as a strategy for spelling</p> <p>Use a thesaurus</p>	<p>Use a wider range of prefixes and suffixes</p> <p>Spell some words with silent letters</p> <p>Continue to distinguish between homophones and other words that are often confused</p> <p>Use dictionaries to check spelling and meaning of new words (using first 3 letters)</p> <p>Use knowledge of morphology and etymology as a strategy for spelling</p> <p>Use a thesaurus</p>



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<p>Handwriting</p>	<p>Sit correctly at a table holding pencil correctly</p> <p>Begin to form correctly-oriented lower-case letters, capital letters and digits 0-9</p>	<p>Form lower-case letters of correct size/proportion</p> <p>Start using diagonal/horizontal strokes to join and know which are best left unjoined</p> <p>Write capital letters of the right size, orientation and proportion</p> <p>Use correct spacing between letters and words</p>	<p>Use the diagonal and horizontal strokes needed to join letters</p> <p>Increase the legibility, consistency and quality of handwriting</p> <p>Know which letters are best left unjoined</p>	<p>Use the diagonal and horizontal strokes needed to join letters</p> <p>Increase the legibility, consistency and quality of handwriting</p> <p>Know which letters are best left unjoined</p>	<p>Write legibly, fluently and with increasing speed</p> <p>Choose the writing implement best suited to the task</p>	<p>Write legibly, fluently and with increasing speed</p> <p>Choose the writing implement best suited to the task</p>
<p>Grammar and punctuation</p>	<p>Leave spaces between words</p> <p>Use “and” to join words and clauses</p> <p>Use punctuation for sentences using capital letters, full stops, question marks and exclamation marks</p> <p>Use capital letter for names of people, places, days of the week and the pronoun “I”</p>	<p>Use commas in lists</p> <p>Use apostrophes for singular possession</p> <p>Use expanded noun phrases</p> <p>Use subordination (when, if, that, because)</p> <p>Use apostrophes for the contracted form</p> <p>Use sentences with different forms: statements, commands, questions and exclamations</p> <p>Use present/past tense including progressive</p>	<p>Use wider range of subordinating conjunctions (before, after, while, when, if, because, although)</p> <p>Express time, place and clause using conjunctions (when, before, after, while, because)</p> <p>Express time, place and clause using prepositions (when, before, after, while, because)</p> <p>Express time, place and cause using adverbs (then, next, soon, therefore)</p> <p>Use the forms a or an</p>	<p>Choose nouns/pronouns accurately for clarity and cohesion</p> <p>Use fronted adverbials (adverbs, phrases and subordinate clauses)</p> <p>Use commas after fronted adverbials</p> <p>Use the possessive apostrophe for plurals</p> <p>Punctuate direct speech with inverted commas</p>	<p>Use relative clauses with relative pronouns who, which, where, whose, that, when</p> <p>Build cohesion within a paragraph</p> <p>Indicate parenthesis using brackets, dashes and commas</p> <p>Use expanded noun phrases for accuracy</p> <p>Indicate possibility using adverbs (maybe, possibly, perhaps, definitely)</p> <p>Use modal verbs (shall, may, might, must, could etc)</p>	<p>Use active/passive voice for effect</p> <p>Use hyphens to avoid ambiguity</p> <p>Use colons to introduce a list and mark boundaries between clauses</p> <p>Use semi-colons in a longer list and to mark boundaries between clauses</p> <p>Use perfect form to indicate time/cause</p> <p>Punctuate bullet points consistently</p> <p>Identify formal/informal structures e.g.</p>



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			<p>according to whether the next word begins with a consonant or vowel</p> <p>Use present perfect verb tense (I have seen)</p> <p>Punctuate direct speech with inverted commas</p>		<p>Use commas to clarify meaning/avoid ambiguity</p>	<p>question tags, subjunctive form</p> <p>Use a wider range of cohesive devices (repetition of word/phrase, adverbials and ellipsis)</p>
<p>Language and Vocabulary</p>	<p>Use vocabulary from stories (e.g. fairy tales) to increase vocabulary in their own writing</p> <p>Understand how language can be used in narrative and non-fiction (eg to build surprise/present facts)</p> <p>Change meaning of adjectives/verbs using prefix un-</p>	<p>Recognise and use simple recurring literary language in stories and poems</p> <p>Discuss and clarify meanings of new words, making links to known vocabulary</p> <p>Use drama and role-play to identify with and explore characters</p> <p>Use suffixes -ful, -less, -ness, -ly, -er and -est to form and modify nouns, adjectives and adverbs</p>	<p>Use similar writing to identify and understand vocabulary and language ("magpie" words and phrases to use in their own writing)</p> <p>Discuss words and features of a text that capture the reader's interest</p> <p>Create characters, setting and plot</p> <p>Use varied and rich vocabulary including: adjectives, expanded nouns phrases, adverbs, preposition phrases, collective nouns, similes and alliteration</p> <p>Vary sentence openers for effect eg adverbs, preposition phrases and subordinate clauses</p>	<p>Broaden range of figurative language to include metaphors, personification and repetition</p> <p>Begin to interweave character, setting, plot and dialogue</p>	<p>Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing</p> <p>Become familiar with the language of writing e.g. figurative language, imagery, style and effect</p> <p>Integrate dialogue to advance action and convey character</p> <p>Use dictionaries and thesauruses to check meaning of new words/language</p> <p>Select appropriate language and vocabulary to reflect their understanding of audience and purpose</p> <p>Develop characters, settings and atmosphere using language and</p>	<p>Use knowledge of language from stories, plays and poetry to enhance the effectiveness of their writing</p> <p>Become familiar with the language of writing e.g. figurative language, imagery, style and effect</p> <p>Integrate dialogue to advance action and convey character</p> <p>Use dictionaries and thesauruses to check meaning of new words/language</p> <p>Select appropriate language and vocabulary to reflect their understanding of audience and purpose</p> <p>Develop characters, settings and atmosphere using language and</p>



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					vocabulary from reading/books Evaluate how authors use language and consider effect on the reader	vocabulary from reading/books Evaluate how authors use language and consider effect on the reader
Plan, draft, edit and evaluate	<p>Say out loud what they are going to write about</p> <p>Compose sentences orally before writing</p> <p>Discuss what they have written with teacher/pupils</p> <p>Re-read what they have written to check it makes sense</p>	<p>Plan/say aloud what they are going to write, sentence by sentence</p> <p>Write down key ideas/words/vocabulary</p> <p>Evaluate own writing with teacher/other pupils</p> <p>Re-read for sense and verb tense consistency</p> <p>Proof-read for errors in spelling, grammar and punctuation</p>	<p>Draw on examples of writing (structure, vocabulary and grammar) when planning their own work</p> <p>Discuss and record ideas</p> <p>Compose and practice sentences orally using an increasingly wide range of vocabulary and sentence structure</p> <p>Suggest changes to grammar and vocabulary</p> <p>Proof-read work for spelling and punctuation errors</p> <p>Assess own and others' writing, suggesting improvements</p>	<p>Draw on examples of writing (structure, vocabulary and grammar) when planning their own work</p> <p>Discuss and record ideas</p> <p>Compose and practice sentences orally using an increasingly wide range of vocabulary and sentence structure</p> <p>Suggest changes to grammar and vocabulary</p> <p>Proof-read work for spelling and punctuation errors</p> <p>Assess own and others' writing, suggesting improvements</p>	<p>Use dictionaries to check the spelling and meaning of words</p> <p>Identify audience and purpose when writing</p> <p>Note and develop initial ideas drawing on reading</p> <p>Choose the appropriate register (formal/informal)</p> <p>Select appropriate grammar and punctuation and understand how these can change/enhance meaning</p> <p>Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness</p> <p>Assess effectiveness of own and others' writing</p>	<p>Use dictionaries to check the spelling and meaning of words</p> <p>Identify audience and purpose when writing</p> <p>Note and develop initial ideas drawing on reading</p> <p>Choose the appropriate register (formal/informal)</p> <p>Select appropriate grammar and punctuation and understand how these can change/enhance meaning</p> <p>Propose changes to grammar, punctuation and vocabulary to enhance meaning/effectiveness</p> <p>Assess effectiveness of own and others' writing</p>



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Text structure and features	Become familiar with and retell key stories, fairy stories and traditional tales	Draw on a wide range of stories, poems, plays and information books and understand their features	Build on KS1 wide range of stories, poetry, plays, myths, legends, non-fiction and reference books	Build on KS1 wide range of stories, poetry, plays, myths, legends, non-fiction and reference books	Summarise and present familiar stories in their own words	Summarise and present familiar stories in their own words
	Recognise and join in predictable phrases and use these in their writing	Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales	Be exposed to books that are structured in different ways	Be exposed to books that are structured in different ways	Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing	Use knowledge of language and structure gained from stories, plays, poetry and non-fiction in their writing
	Sequence sentences to form short narratives	Recognise simple, recurring language and discuss favourite words and phrases	Retell stories orally	Retell stories orally	In fiction, consider how authors develop character and setting	In fiction, consider how authors develop character and setting
		Understand the structure of non-fiction books	Recognise themes eg good over evil, use of magical devices	Recognise themes eg good over evil, use of magical devices	Evaluate how authors use language and consider effect on the reader	Evaluate how authors use language and consider effect on the reader
		Write for different purposes including narratives (real and fictional), real events and poetry	Identify how language, structure, vocabulary, grammar and presentation contribute to meaning	Identify how language, structure, vocabulary, grammar and presentation contribute to meaning	Use further organisational and presentational devices to structure text	Use further organisational and presentational devices to structure text
		Structure and sequence ideas orally and (where appropriate) through drama and role-play	Organise paragraphs around a theme	Organise paragraphs around a theme	Summarise main ideas from more than one paragraph using evidence	Summarise main ideas from more than one paragraph using evidence
			Build cohesion within a paragraph	Build cohesion within a paragraph		
			Link ideas across paragraphs using adverbials of time, place and number or by varying tense	Link ideas across paragraphs using adverbials of time, place and number or by varying tense	Link ideas across paragraphs using adverbials of time, place and number or by varying tense	Link ideas across paragraphs using adverbials of time, place and number or by varying tense
			Locate information using contents, index and glossaries	Locate information using contents, index and glossaries	Use a wide range of devices to build cohesion within and across paragraphs	Use a wide range of devices to build cohesion within and across paragraphs
			Use simple organizational devices e.g. headings, sub-headings	Use simple organizational devices e.g. headings, sub-headings	Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure	Reflect understanding of audience and purpose through choice of grammar, vocabulary and structure
		Write for a range of purposes				



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					Be exposed to a wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures	Be exposed to a wide range of books including myths, legends, fairy stories, modern fiction, fiction from literary heritage and books from other cultures
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