Woodhouse Writing Progression of Skills

	YR	Y1	Y2	Y3	Y4	Y5	Y6
National Curriculum content: Co-ordination and subordination	*Children are introduced to the words 'and' and 'because' through oral discussions* *Children begin to use capital letters and full stops to punctuate single sentences where they are introduced to 'high five' sentences (this is built upon in Year 1 where they will do this in paragraph and stories)*	Joining **words** and joining **clauses** using *and*	**Subordination** (using *when*, *if*, *that*, *because*) and **co- ordination** (using *or*, *and*, *but*) compound verb	Expressing time, place and cause using a **conjunction** (for example, *when*, *before*, *after*, *while*, *so*, *because*) Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although conjunction clause subordinate clause	Use of commas after **fronted adverbials** (where these are fronted adverbial clauses)	Use of commas to clarify meaning or avoid **ambiguity** ambiguity **Brackets**, **dashes** or commas to indicate **parenthesis** Parenthesis bracket dash	Use of the semi- colon, colon and dash to mark the boundary between independent **clauses** (for example, *It's raining; I'm fed up*) semi-colon colon

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National Curriculum content: Sentence types	**Literacy:** Write simple phrases and sentences that can be read by others. *Children begin to use capital letters and full stops to punctuate single sentences where they are introduced tot 'high five' sentences (this is built upon in Year 1 where they will do this in paragraph and stories)*	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Capital letters for names and for the personal **pronoun** letter capital letter punctuation full stop question mark exclamation mark	How the grammatical patterns in a sentence indicate its function as a **statement, question, exclamation** or **command** Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** statement question exclamation command	Introduction to inverted commas to **punctuate** direct speech direct speech inverted commas (or speech marks)	Use of inverted commas and other **punctuation** to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, 'Sit down!'*)	**Relative clauses** beginning with *who*, *which*, *where*, *when*, *whose*, *that*, or an omitted relative pronoun relative pronoun relative clause cohesion	The difference between structures typical of informal speech and structures appropriate for formal speech and writing (for example, the use of question tags: *He's your friend, isn't he?*)

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National Curriculum content: Nouns and noun phrases		*Part of the spelling progression* Regular **plural noun suffixes** -*s* or -*es* (for example, *dog*, *dogs*; *wish*, *wishes*), including the effects of these suffixes on the meaning of the noun singular plural How the **prefix** *un-* changes the meaning of **verbs** and **adjectives** (negation, for example, *unkind*, or *undoing: untie the boat*)	Expanded **noun phrases** for description and specification (for example, *the blue butterfly*, *plain flour*, *the man in the moon*) noun noun phrase compound adjective suffix *Part of the spelling progression* Formation of **nouns** using **suffixes** such as -*ness*, -*er* and by compounding (for example, *whiteboard*, *superman*) Formation of **adjectives** using **suffixes** such as -*ful*, -*less*. Use of the **suffixes** -*er*, -*est* in **adjectives**	Use of the **forms** *a* or *an* according to whether the next **word** begins with a **consonant** or a **vowel** (for example, *a rock*, *an open box*) prefix consonant vowel *Part of the spelling progression* Formation of **nouns** using a range of **prefixes** (for example *super-*, *anti-*, *auto-*) **Word families** based on common **words**, showing how words are related in form and meaning (for example, *solve*, *solution*, *solver*, *dissolve*, *insoluble*) word family	The grammatical difference between **plural** and **possessive**-*s* Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (for example, *the teacher* expanded to *the strict Maths teacher with curly hair*). determiner Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition pronoun possessive pronoun	Using expanded noun phrases to convey complicated information concisely	How hyphens can be used to avoid ambiguity (for example, *man eating shark versus man-eating shark*, or *recover versus re-cover*) hyphen How words are related by meaning as synonyms and antonyms (for example, *big*, *large*, *little*) antonym synonym Continuing to use expanded noun phrases to convey complicated information concisely subject object

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National Curriculum content: Adverbials			*Part of spelling progression:* Use of *-ly* in Standard English to turn adjectives into **adverbs** adverb	Expressing time, place and cause using **adverbs** (for example, *then, next, soon, therefore*), or **prepositions** (for example, *before, after, during, in, because of*) preposition	**Fronted adverbials** (*for example, Later that day, I heard the bad news.*) adverbial Use of commas after **fronted adverbials**	Indicating degrees of possibility using **adverbs** (*for example, perhaps, surely*) Devices to build **cohesion** within a paragraph (for example, *then, after that, this, firstly*) cohesion Linking ideas across paragraphs using **adverbials** of time (for example, *later*), place (for example, *nearby*) and number (for example, *secondly*)	Linking ideas across paragraphs using a wider range of **cohesive devices** Grammatical connections (for example, the use of **adverbials** such as *on the other hand, in contrast, or as a consequence*)
			Part of spelling progression: Use of *-ly* in	Expressing time, place and	**Fronted adverbials** (*for	Indicating degrees of	Linking ideas across

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National Curriculum content: Verbs	**Communication and Language:** Express their ideas and feelings about their experiences using full sentence including use of past present and future tenses and making use of conjunctions with modelling and support from their teacher.	*Part of spelling progression:* **Suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping*, *helped*, *helper*) How the **prefix** *un-* changes the meaning of **verbs** and **adjectives** (negation, for example, *unkind*, or undoing: *untie the boat*)	Correct choice and consistent use of **present tense** and **past tense** throughout writing Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress (for example, *she is drumming*, *he was shouting*) verb tense past tense present tense **Challenge vocab:** present progressive past progressive	Use of the **present perfect** form of **verbs** instead of the simple past (*for* example, *He has gone out to play* contrasted with *He went out to play*) **Challenge vocab:** present perfect	Standard English forms for verb inflections, instead of local spoken forms (for example, *we were* instead of *we was*, or *I did* instead of *I done*)	Indicating degrees of possibility using **modal verbs** (for example, *might*, *should*, *will*, *must*) modal verb Linking ideas across paragraphs using tense choices (for example, he *had* seen her before) cohesion Using the perfect form of verbs to mark relationships of time and cause *Part of spelling progression:* Converting **nouns** or **adjectives** into **verbs** using **suffixes** (for example, *-ate*; *-ise*; *-ify*) **Verb prefixes** (for example, *dis-*, *de-*, *mis-*, *over-* and *re-*) .	Use of the **passive** to affect the presentation of information in a **sentence** (for example, *I broke the window in the greenhouse* versus *The window in the greenhouse was broken (by me)* active passive subjunctive The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (for example, *find out – discover; ask for – request; go in – enter*) Recognise and use vocabulary and structures that are appropriate for formal speech and writing, including the **subjunctive forms**

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National Curriculum content: Cohesion	**Literacy:** Write simple phrases and sentences that can be read by others. **Communication and Language:** Express their ideas and feelings about their experiences using full sentence including use of past present and future tenses and making use of conjunctions with modelling and support from their teachers.	Learning how to sequence a **sentence** to form short narratives.	Correct choice and consistent use of present tense and past tense throughout writing (Link with teaching of verbs.) Past tense Present tense	Headings and sub- headings to aid presentation. Introduction to paragraphs as a way to group related material	Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid cohesion and avoid repetition (Link with teaching of noun/noun phrases.) pronoun possessive pronoun Use of paragraphs to organise ideas around a theme	Devices to build **cohesion** within a paragraph (for example, *then*, *after that*, *this*, *firstly*) (Link with teaching of adverbials.) Linking ideas across paragraphs using **adverbials** of time (for example, *later*), place (for example, *nearby*) and number (for example, *secondly*) or tense choices (for example, he *had* seen her before). (Link with teaching of adverbials and verbs.) Using the perfect form of verbs to mark relationships of time and cause	How words are related by meaning as synonyms and antonyms (for example, *big*, *large*, *little*) (Link with teaching of noun/noun phrases.) synonym antonym Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections (for example, the use of **adverbials** such as *on the other hand*, *in contrast*, or *as a consequence*) and **ellipsis** Layout devices (for example, headings, sub-headings, columns, bullets, or tables, to structure text) cohesion

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Sentence demarcation	**Literacy:** Write simple phrases and sentences that can be read by others. *Children begin to use capital letters and full stops to punctuate single sentences where they are introduced tot 'high five' sentences (this is built upon in Year 1 where they will do this in paragraph and stories)*	How **words** can combine to make **sentences** Leaving spaces between words Using a capital letter for names of people, places, the days of the week and the personal pronoun 'I' (Link with teaching of sentence types.) word sentence letter capital letter punctuation full stop Introduction to capital letters, full stops, question marks and exclamation marks to demarcate **sentences** question mark exclamation mark	Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** (Link with teaching of sentence types.)	Continue encouraging demarcation of sentences accurately throughout, using capital letters, full stops, question marks and exclamation marks		Punctuating simple, compound and complex sentences accurately	
Commas			Commas to separate items in a list (Link with teaching of noun/noun phrases.) comma	Continue teaching of using commas to separate items in a list and extend this to work on lists of adverbials	Use of commas after **fronted adverbials**. (Link with teaching of adverbials) Continue teaching of using commas to separate items in a list and extend this to work on lists of adverbials	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity parenthesis bracket dash ambiguity	Continue teaching of using commas to separate items in a list and extend this to work on lists of adverbials and clauses

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Apostrophes for contraction			**Apostrophes** to mark where letters are missing in spelling apostrophe	Consolidate use of apostrophes for contraction		Consolidate use of apostrophes for contractions (this will link well with work on modal verbs, especially when writing dialogue). Opportunities linked to work on question tags	
Apostrophes for possession			Apostrophes to mark singular possession in nouns (for example, *the girl's name*). (Link with teaching of noun/noun phrases) apostrophe	Consolidate use of apostrophes to mark singular possession in nouns (for example, *the girl's name*)	**Apostrophes** to mark singular and **plural** possession (for example, *the girl's name*, *the girls' names*) (Link with teaching of noun/noun phrases.)	Consolidate use of apostrophes for possession	Consolidate use of apostrophes for possession
Speech				Introduction to inverted commas to **punctuate** direct speech direct speech speech mark or inverted commas	Use of inverted commas and other **punctuation** to indicate direct speech (for example, a comma after the reporting clause; end punctuation within inverted commas: *The conductor shouted, 'Sit down!'*) (Link with teaching of sentence types.)	Consolidate using speech punctuation and layout correctly	Consolidate using speech punctuation and layout correctly

	Y5	Y6
Other punctuation	Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining	Layout devices (for example, headings, sub-headings, columns, bullets or tables, to structure text) (To be taught through teaching and learning sequences) bullet point Use of the semi-colon, colon and dash to mark the boundary between independent **clauses** (for example, *It's raining; I'm fed up*) (Link with teaching of co-ordination and subordination.) Semi-colon colon Use of the colon to introduce a list and use of semi-colons within lists (To be taught through teaching and learning sequences.) semi-colon **Punctuation** of bullet points to list information (To be taught through teaching and learning sequences.) bullet point How hyphens can be used to avoid ambiguity (for example, *man eating shark* versus *man-eating shark*, *or recover versus re-cover*) (Link with teaching of noun/noun phrases.) Hyphen Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining

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Handwriting	**Physical development – fine motor skills:** Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases. **Writing:** Write recognisable letters, most of which are formed correctly. **Literacy:** Write simple phrases and sentences that can be read by others.	Sit correctly at a table, holding a pencil comfortably and correctly Begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	Form lower-case letters of the correct size relative to one another Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of the letters	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]		Write legibly, fluently and with increasing speed Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited for a task.	

		Y1	Y2	Y3	Y4	Y5	Y6
Composition - plan	*With the support of the teacher , encouraging children to say their sentence and count how many words are in their sentence before writing*	Saying out loud what they are going to write about Composing a sentence orally before writing it	Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about Encapsulating what they want to say, sentence by sentence	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discussing and recording ideas		Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed	

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Composition – draft and write	**Literacy:** Write simple phrases and sentences that can be read by others.	Sequencing sentences to form short narratives	Writing narratives about personal experiences and those of others (real and fictional) Writing about real events Writing poetry Writing for different purposes Writing down ideas and/or key words, including new vocabulary	Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) Organising paragraphs around a theme In narratives, creating settings, characters and plot In non-narrative material, using simple organisational devices [for example, headings and sub-headings]		Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Linking ideas across paragraphs using **adverbials** of time [for example, *later*], place [for example, *nearby*] and number [for example, *secondly*] or tense choices [for example, he *had* seen her before] Using a wide range of devices to build cohesion within and across paragraphs Devices to build **cohesion** within a paragraph [for example, *then*, *after that*, *this*, *firstly*]	Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Linking ideas across paragraphs using a wider range of **cohesive devices**: repetition of a **word** or phrase, grammatical connections [for example, the use of **adverbials** such as *on the other hand*, *in contrast*, or *as a consequence*], and **ellipsis** Précising longer passages using a wide range of devices to build cohesion within and across paragraphs

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Composition – evaluate/edit	*Encouraging children to read their sentence back to an adult to check they have written a high five sentence (capital letter, full stop, lovely letters, finger spaces, makes sense)* *Children beginning to use sound mats and high 5 picture symbols to self-check work*	Re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher	Evaluating their writing with the teacher and other pupils Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] Read aloud what they have written with appropriate intonation to make the meaning clear	Assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear		Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear	