




# Farnborough Primary School Progression of Knowledge and Skills Writing

	Composition	Grammar	Spelling	Punctuation	Handwriting
<b>EYFS</b>	<p>Child initiated writing (in role, and for purpose) write narratives about personal experiences and those of others (real and fictional) write about real events write poetry write for different purposes.</p>	<p>I can think of, say and write a simple sentence, sometimes using a capital letter and full stop.</p>	<p>I can listen to and hear the sounds in CVC, CVCC and CCVC words.</p> <p>I can recall &amp;/identify the taught GPCs (the letters that represent the sounds) (including some digraphs) on a grapheme mat and use this when writing.</p> <p>I can spell some taught common exception/ high frequency and familiar words.</p>	<p>I can think of, say and write a simple sentence, sometimes using a capital letter and full stop.</p>	<p>I can develop their fine motor skills so that they can use a range of tools competently, safely and confidently</p> <p>I can develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>I can form lower-case and capital letters correctly.</p> <p>I can know how to write the taught letters.</p>


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<b>Year 1</b>	<ul style="list-style-type: none"> <li>• I sequence sentences to form short narratives. (Beginning/ middle/ end- sentences link and build on from each other- The cat walked down the road. It was bright orange and fluffy. It wanted to get home.)</li> <li>• I use sequence sentences in chronological order to recount an event /experience. (Basic adverbials for when-First, Then, Next, After that)</li> <li>• I can mostly accurately use of present tense when writing. (The boy is happy and he likes to play with his new toy)</li> <li>• I show growing accuracy when writing in the past tense. (The boy went to the park and he played with his toy car)</li> <li>• I can include new vocabulary, drawn from listening to stories, in my writing.</li> </ul>	<ul style="list-style-type: none"> <li>• I sometimes attempt to use other conjunctions.</li> <li>• I make sure that word choices are relevant to the context and I use word banks to support me.</li> <li>• I am beginning to use adjectives to add description and detail to my sentences (e.g. blue boots).</li> </ul>	<ul style="list-style-type: none"> <li>• I write from memory simple dictated sentences including the words taught so far.</li> <li>• I can spell some words containing previously taught phonemes correctly (refer to spelling appendix and phonics programme Bug Club)</li> <li>• I can spell some common exception words correctly (refer to spelling appendix and phonics programme)</li> <li>• I can spell the days of the week correctly.</li> <li>• I spell words that use suffixes for plurals or 3rd person (e.g.: adding s/es; box, fox, fix, pencil, pen).</li> </ul>	<ul style="list-style-type: none"> <li>• I use capital letters for the names of people, places and days of the week. (Aa)</li> <li>• I use punctuation in some sentences:             <ul style="list-style-type: none"> <li>• Some full stops and capital letters</li> <li>• Begin to use question marks (Where did you come from?)</li> <li>• Begin to use exclamation marks (Hold on tight!)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I name the letters of the alphabet in order.</li> <li>• I form capital letters correctly.</li> <li>• I often form lower case letters in the correct direction, starting and finishing in the right place (cursive- kicks and flicks).</li> <li>• I leave spaces between words.</li> </ul>


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<b>Year 2</b>	<ul style="list-style-type: none"> <li>• I can write simple, coherent narratives about personal experiences and those of others (real or fictional).</li> <li>• I can write about real events, recording these simply and clearly.</li> <li>• I can use present and past tense mostly correctly and consistently in my writing.</li> <li>• I proof-read to check for errors in spelling, grammar and punctuation.</li> <li>• I make changes, sometimes independently and sometimes in discussion with an adult, to improve the effect and impact of my writing.</li> <li>• I can read work out aloud with appropriate intonation.</li> </ul>	<ul style="list-style-type: none"> <li>• I use sentences with different forms: statements, questions, exclamations and commands. ('The colourful butterfly flew from flower to flower' 'Where do clouds come from?' 'What big eyes you have!' Sift the flour and mix the other ingredients')</li> <li>• I use present and past tenses mostly correctly and consistently including the progressive form. (Consistently makes the correct choice eg: 'She is drumming; she drummed, she was drumming')</li> <li>• I use adjectives, adverbs and expanded noun phrases to add detail.</li> <li>• I can use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.</li> </ul>	<ul style="list-style-type: none"> <li>• I can spell many words correctly and making phonically-plausible attempts at others</li> <li>• I can spell many of the Year 2 common exception words (see English Appendix 1).</li> <li>• I use apostrophes for the most common contracted words (e.g. don't, won't, I'll, I'm, won't).</li> <li>• I spell words with different spellings. (Multisyllabic words containing new spellings eg: race, ice, knock, gnat, typewriter, margarine, muckspreader)</li> <li>• I identify and apply my knowledge of homophones/ near homophone. (To/two/too; there/their/they're; here/hear; quite/quiet; bare/bear; some/sum; blew/blue; knight/night)</li> </ul>	<ul style="list-style-type: none"> <li>• I can demarcate most sentences in my writing with capital letters (including proper nouns) and full stops, and use question marks correctly when required.</li> <li>• I am beginning to use commas to separate items in a list.</li> <li>• I sometimes use apostrophes for singular possession.</li> </ul>	<ul style="list-style-type: none"> <li>• I form lower case letters of the correct size relative to one another.</li> <li>• I can form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</li> <li>• I can use spacing between words that reflects the size of the letters.</li> </ul>


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<b>Year 3</b>	<ul style="list-style-type: none"> <li>• I look at and discuss different models of writing, taking account of purpose and audience.</li> <li>• I can draft and orally rehearse writing, including selecting vocabulary and phrases to interest the reader.</li> <li>• I can create setting, characters and plot in narrative writing including: a full sequence of events, dilemma/ conflict and resolution; consistent use of 1st or 3rd person; some dialogue to show relationship between two characters</li> </ul> <p>In non-narrative writing, I can group related ideas into paragraphs.</p> <p>I am beginning to make improvements by proposing changes to grammar and vocabulary to improve consistency.</p> <ul style="list-style-type: none"> <li>• I am beginning to proof read for spelling and punctuation errors.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a variety of sentences with different structures and functions: Statements, questions, exclamations and commands used to create an appropriate effect</li> <li>• My word choices are adventurous and carefully selected to add detail and to engage the reader.</li> <li>• I can add detail to my writing by expanding the noun phrases before and after the noun ad fronted adverbials.</li> <li>• I can use prepositions to express time, place and cause (e.g. before dark, during break, in the cave, because of).</li> </ul>	<ul style="list-style-type: none"> <li>• I am able to write from memory simple dictated sentences- apply punctuation taught so far with some accurate spelling of words from Y3/4 word list.</li> <li>• I recognise and spell additional homophones (he'll/heel/heal).</li> <li>• I make comparisons from a word already known to apply to an unfamiliar word.</li> <li>• I spell some identified commonly misspelt words from the Year 3 and 4-word list.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use the following punctuation mostly accurately:               <ul style="list-style-type: none"> <li>⇒ Full stops and capital letters (including for proper nouns)</li> <li>⇒ Exclamation marks and question marks</li> <li>⇒ Commas to separate items in lists</li> </ul> </li> <li>• I can sometimes use commas to mark clauses and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• I am beginning to use joined writing throughout my writing.</li> </ul>


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<b>Year 4</b>	<ul style="list-style-type: none"> <li>• I can plan, draft and orally rehearse writing, including selecting vocabulary and phrases to engage and interest the reader.</li> <li>• I begin to open paragraphs with topic sentences and organise them around a theme.</li> <li>• My endings are developed and close the narrative appropriately relating to the beginning or a change in a character.</li> <li>• I can proof-read for spelling and punctuation errors.</li> <li>• I can evaluate and edit writing according to purpose considering the effectiveness of word choice, grammar and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• I am developing my use of sentences with more than one clause by using a wider range of conjunctions (when, if, because, although).</li> <li>• I can make some use of determiners to give more detail about nouns.</li> <li>• I often use adverbs and prepositions to express time, place and cause.</li> <li>• I use standard English for verb inflections- instead of spoken forms.</li> <li>• I can use different ways, included fronted adverbials, to introduce or connect paragraphs (e.g. Sometime later; Inside the castle; Suddenly).</li> <li>• I can use a variety of verb forms usually correctly and consistently (past and present tense, progressive and present perfect).</li> </ul>	<ul style="list-style-type: none"> <li>• I am able to write from memory sentences, dictated by the teacher, that include words and punctuation included in the Y3/4 word list.</li> <li>• My spelling is mostly accurate, with only a few errors in more ambitious vocabulary choices (refer to spelling appendix for Years 3 and 4).</li> <li>• I spell using a range of spelling rules and patterns, as listed in Appendix 1 for Years 3 /4.</li> <li>• I can mostly accurately spell words from the year 3 /4 word list.</li> <li>• I recognise and spell additional homophones. (accept/except; whose/who's; whether/weather; peace/piece; medal/meddle).</li> <li>• I can use dictionaries efficiently (the first 2 or 3 letters of a word).</li> </ul>	<ul style="list-style-type: none"> <li>• I almost always use commas for fronted adverbials.</li> <li>• I am beginning to use relevant punctuation to indicate direct speech (e.g. comma after the reporting clause, end punctuation within inverted commas, capital letters, some accurate use of new line for new speaker).</li> <li>• I am beginning to use possessive apostrophes for plural nouns (e.g. girls', boys', babies').</li> </ul>	<ul style="list-style-type: none"> <li>• I can join my handwriting throughout independent writing using diagonal and horizontal strokes with greater fluency.</li> </ul>

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<b>Year 5</b>	<ul style="list-style-type: none"> <li>• I plan and draft by identifying the audience and purpose of my writing.</li> <li>• I can integrate dialogue in narratives to convey character.</li> <li>• I consider atmosphere when creating settings by using expressive and figurative language</li> <li>• I am beginning to manage shifts in time and place effectively and guide the reader through my text.</li> <li>• I can use paragraphs to develop and expand ideas, descriptions, themes or events.</li> <li>• I can use a range of organisational and presentational devices appropriately: bullet points; columns, headline and by-line in a newspaper report; and letter lay out.</li> <li>• I am beginning to evaluate and edit writing according to purpose considering the effectiveness of word choice.</li> </ul>	<ul style="list-style-type: none"> <li>• I use a wider range of clause structures, sometimes varying their position within the sentence. (Relative clauses/ embedded clauses/subordinate)</li> <li>• I can use expanded noun phrases, adverbs, determiners.</li> <li>• I use modal verbs and adverbs to position an argument as well as indicate degrees of possibility, probability and certainty.</li> <li>• I use Standard English forms for verb inflections instead of local forms (e.g. we were/we was)</li> <li>• I can sometimes choose words for deliberate effect and I use them thoughtfully and with precision.</li> </ul>	<ul style="list-style-type: none"> <li>• I can write from memory sentences dictated by the teacher, that include words and punctuation from the key stage 2 national curriculum.</li> <li>• I can correctly spell some suffixes from appendix 1, years 5/6 (e.g. -cial, -tial, -ant, -ance/-ancy, -ation, -ent, -ence/-ency, -fer)</li> <li>• I am beginning to proof read my work for spelling errors.</li> </ul>	<ul style="list-style-type: none"> <li>• I use the apostrophe for contraction correctly.</li> <li>• I use brackets, dashes or commas to indicate parenthesis. Outside I was smiling (Inside I was angrier than a bull about to charge).</li> <li>• I use commas to clarify meaning (subordinate clauses).</li> <li>• I am beginning to use a wider range of punctuation mostly correctly including:               <ul style="list-style-type: none"> <li>- Inverted commas to indicate direct speech</li> <li>- Colons to introduce a list, and semi-colons within a list</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• My handwriting is usually legible and fluent when writing at an increased speed, including appropriate choice of letter shape and whether or not to join letters. (Depending on style)</li> </ul>

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<b>Year 6</b>	<ul style="list-style-type: none"> <li>• I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.</li> <li>• My second draft shows reflective thinking, which is evidenced by thoughtful changes to create an impact on the reader</li> <li>• I can integrate dialogue in narratives to convey character and advance the action</li> <li>• I can create convincing characters and gradually reveal more as the story unfolds, through the way they talk, act and interact with each other</li> <li>• I consider atmosphere when creating settings by using expressive and figurative language</li> <li>• I can use paragraphs with control to develop and expand ideas, descriptions, themes or events</li> <li>• I can use a range of organisational and presentational devices appropriately: bullet points; columns, headline and by-line in a newspaper report; and letter lay out.</li> </ul>	<ul style="list-style-type: none"> <li>• I can adapt sentence length to change and enhance meaning including using a wide range of conjunctions and relative pronouns</li> <li>• I use modal verbs and adverbs to position an argument as well as indicate degrees of possibility, probability and certainty.</li> <li>• I can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately</li> <li>• I use the passive voice to present information with a different emphasis.</li> <li>• I can use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• I make sure that I can spell the vast majority of words that appear in the Year 5/6 list.</li> <li>• I can write from memory sentences, dictated by my teacher, that include words and punctuation from the Key Stage 2 National Curriculum</li> <li>• I can use and apply a full range of spelling rules and patterns mostly accurately:                         <ul style="list-style-type: none"> <li>⇒ Accurate spelling of most prefixes and suffixes</li> <li>⇒ Accurate spelling of most words with silent letters</li> <li>⇒ Accurate spelling of most homophones and other words that are often confuses</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can use a range of punctuation mostly correctly including:                         <ul style="list-style-type: none"> <li>⇒ Inverted commas to indicate direct speech</li> <li>⇒ Dashes to mark the boundaries between independent clauses</li> <li>⇒ Colons to introduce a list, and semi-colons within a list</li> <li>⇒ Hyphens to avoid ambiguity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can maintain legibility in joined writing when writing at speed</li> </ul>