

| Skills                          | Nursery  | Reception   |
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| Phonics and Spelling Rules      | General sound discrimination using environmental sounds. General sound discrimination using instrumental sounds.   | Continue a rhyming string. Hear and say the initial sound in words.<br>Segment the sounds in simple words and blend them together.<br>Link sounds to letters, naming and sounding the letters of the alphabet.<br>Spell words by identifying sounds in them and representing the sounds with a letter or letters.   |
| Common exception words          |  | Write some irregular common words   |
| Further spelling conventions    |  | Spell words by identifying the sounds and then writing the sound with letter/s. ELG: Children at the expected level of development will: - Spell words by identifying sounds in them and representing the sounds with a letter or letters   |
| Handwriting                     | Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Use some of their print and letter knowledge in their early writing. Write some or all of their name. Realise tools can be used for a purpose. Draw lines and circles using gross motor movements. Use one-handed tools and equipment, e.g. makes snips in paper with child scissors. Show a preference for a dominant hand. Begin to use anticlockwise movement and retrace vertical lines. Write some letters accurately  | Use a pencil and hold it effectively to form recognisable letters. Form lower-case and capital letters correctly. Show good control and coordination in large and small movements. Handle equipment and tools effectively, including pencils for writing. Develop the foundations of a handwriting style which is fast, accurate and efficient. ELG: Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed |
| Planning, writing and editing   | Speak to retell a simple past event in correct order. Use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Use talk in pretending that objects stand for something else in play. Engage in imaginative role play based on own first-hand experiences. Build stories around toys. Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words. Link statements and stick to a main theme or intention. Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduce a storyline or narrative into their play. | Write own name and other things such as labels, captions. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Develop their own narratives and explanations by connecting ideas or events. Write simple phrases and sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible. Re-read what they have written to check that it makes sense.  |
| Audience, purpose and structure | Use vocabulary focused on objects and people that are of particular importance to them. Build up vocabulary that reflects the breadth of their experiences   | Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Use language to imagine and recreate roles and experiences   |

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|                                 |   | in play situations. Express themselves effectively, showing awareness of listeners' needs  |
| Sentence construction and tense | Begin to understand 'why' and 'how' questions. Use a range of tenses in speech (e.g. play, playing, will play, played). | Answer 'how' and 'why' questions about their experiences and in response to stories or events. Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Begin to use more complex sentences to link thoughts when speaking (e.g. using 'and' and 'because'). ELG: Children at the expected level of development will: - Write simple phrases and sentences that can be read by others. |
| Punctuation                     |   | Use a capital letter for their own name. Show some awareness of capital letters and full stops.  |

| TRANSCRIPTION;<br>HANDWRITING | Year 1  | Year 2  |
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| <b>Spelling</b>               | <p>spell:</p> <ul style="list-style-type: none"> <li>-words containing each of the 40+ phonemes already taught</li> <li>-common exception words</li> <li>-the days of the week</li> <li>-name the letters of the alphabet:</li> <li>-naming the letters of the alphabet in order</li> <li>-using letter names to distinguish between -alternative spellings of the same sound</li> <li>-add prefixes and suffixes:</li> <li>-using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</li> <li>-using the prefix un-</li> <li>-using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>-apply simple spelling rules and guidance, as listed in English appendix 1</li> <li>-write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</li> </ul> | <p>Pupils should be taught to:</p> <p>spell by:</p> <ul style="list-style-type: none"> <li>-segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>-learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>-learning to spell common exception words</li> <li>-learning to spell more words with contracted forms</li> <li>-learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones</li> <li>-add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly</li> <li>-apply spelling rules and guidance, as listed in English appendix 1</li> <li>-write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul> |

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| <p><b>Handwriting</b></p> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-sit correctly at a table, holding a pencil comfortably and correctly</li> <li>-begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>-form capital letters</li> <li>-form digits 0-9</li> <li>-understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these</li> </ul> <p>Notes and guidance (non-statutory)</p>     | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-form lower-case letters of the correct size relative to one another</li> <li>-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</li> <li>-write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>-use spacing between words that reflects the size of the letters</li> </ul>  |
| <p><b>Composition</b></p> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-write sentences by: saying out loud what they are going to write about</li> <li>-composing a sentence orally before writing it</li> <li>-sequencing sentences to form short narratives</li> <li>-re-reading what they have written to check that it makes sense</li> <li>-discuss what they have written with the teacher or other pupils</li> <li>-read their writing aloud, clearly enough to be heard by their peers and the teacher</li> </ul> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>-develop positive attitudes towards and stamina for writing by: writing narratives about personal experiences and those of others (real and fictional)</li> <li>-writing about real events</li> <li>-writing poetry</li> <li>-writing for different purposes</li> <li>-consider what they are going to write before beginning by: <ul style="list-style-type: none"> <li>-planning or saying out loud what they are going to write about</li> <li>-writing down ideas and/or key words, including new vocabulary</li> <li>-encapsulating what they want to say, sentence by sentence</li> </ul> </li> <li>-make simple additions, revisions and corrections to their own writing by: <ul style="list-style-type: none"> <li>-evaluating their writing with the teacher and other pupils</li> <li>-rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>-proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)</li> </ul> </li> <li>-read aloud what they have written with appropriate intonation to make the meaning clear</li> </ul> |
| <p><b>VGP</b></p>         | <p>Pupils should be taught to:</p>  | <p>Pupils should be taught to:</p>   |

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|   | <p>-develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> <li>-leaving spaces between words</li> <li>-joining words and joining clauses using 'and'</li> <li>-beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>-using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>-learning the grammar for year 1 in English appendix 2</li> <li>-use the grammatical terminology in English English appendix 2 in discussing their writing</li> </ul> | <p>-develop their understanding of the concepts set out in English appendix 2 by:</p> <ul style="list-style-type: none"> <li>-learning how to use both familiar and new punctuation correctly - see English appendix 2, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>-learn how to use:               <ul style="list-style-type: none"> <li>-sentences with different forms: statement, question, exclamation, command</li> <li>-expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>-the present and past tenses correctly and consistently, including the progressive form</li> <li>-subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> </ul> </li> <li>-the grammar for year 2 in English appendix 2</li> <li>-some features of written Standard English</li> <li>-use and understand the grammatical terminology in English appendix 2 in discussing their writing</li> </ul> |  |   |
| <b>COMPOSITION; VGP</b>                             | <b>Year 3</b>   | <b>Year 4</b>  | <b>Year 5</b>  | <b>Year 6</b>   |
| <b>Composition: planning, writing and editing</b>   | <ol style="list-style-type: none"> <li>1. To begin to use ideas from their own reading and modelled examples to plan their writing.</li> <li>2. To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.</li> <li>3. To begin to organise their writing into paragraphs around a theme.</li> <li>4. To compose and rehearse sentences orally (including dialogue).</li> </ol>   | <ol style="list-style-type: none"> <li>1. To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</li> <li>2. To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</li> </ol>  | <ol style="list-style-type: none"> <li>1. To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>2. To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</li> <li>3. To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</li> <li>4. To consistently link ideas across paragraphs.</li> <li>5. To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</li> </ol> | <ol style="list-style-type: none"> <li>6. To note down and develop initial ideas, drawing on reading and research where necessary.</li> <li>7. To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). To use a wide range of devices to build cohesion within and across paragraphs.</li> <li>8. To habitually proofread for spelling and punctuation errors.</li> <li>9. To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</li> </ol> |
| <b>Awareness of audience, purpose and structure</b> | <ol style="list-style-type: none"> <li>5. To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> </ol>   | <ol style="list-style-type: none"> <li>3. To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</li> <li>4. To write a range of narratives that are well-structured and well-paced.</li> </ol>   | <ol style="list-style-type: none"> <li>10. To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. To describe settings, characters and atmosphere with carefully chosen</li> </ol>  | <ol style="list-style-type: none"> <li>13. To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</li> </ol>   |

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|  | <p>6. To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>7. To make deliberate ambitious word choices to add detail. To begin to create settings, characters and plot in narratives.</p>                | <p>5. To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p> <p>6. To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>   | <p>vocabulary to enhance mood, clarify meaning and create pace.</p> <p>11. To regularly use dialogue to convey a character and to advance the action.</p> <p>12. To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>   | <p>14. To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p> <p>15. To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p> |
| <b>Sentence construction and tense</b> | <p>8. To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing.</p>  | <p>7. To always maintain an accurate tense throughout a piece of writing.</p> <p>8. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'</p>  | <p>16. To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>17. To ensure the consistent and correct use of tense throughout all pieces of writing.</p>  | <p>18. To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p>  |
| <b>Use of phrases and clauses</b>      | <p>9. To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>10. To use a range of conjunctions, adverbs and prepositions to show time, place and cause</p> | <p>9. To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>10. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>11. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p> | <p>19. To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>20. To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns)</p> | <p>21. To use the subjunctive form in formal writing.</p> <p>22. To use the perfect form of verbs to mark relationships of time and cause.</p> <p>23. To use the passive voice</p>   |
| <b>Punctuation</b>                     | <p>11. To use the full range of punctuation from previous year groups.</p> <p>12. To punctuate direct speech accurately, including the use of inverted commas.</p>  | <p>12. To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>13. To consistently use apostrophes for singular and plural possession.</p>  | <p>24. To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>25. To use brackets, dashes or commas to indicate parenthesis.</p>  | <p>26. To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semicolons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p>  |
| <b>Use of terminology</b>              | <p>13. To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).</p>   | <p>14. To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.</p>  | <p>27. To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.</p>   | <p>28. To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.</p>   |

| TRANSCRIPTION;<br>HANDWRITING      | Year 3   | Year 4   | Year 5   | Year 6  |
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| <b>Phonics/<br/>spelling rules</b> | <p>14. To spell words with the / er/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>15. To spell words with the /i/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym). To spell words with a /k/ sound spelt with 'ch' (e.g. scheme, chorus, chemist, echo, character).</p> <p>16. To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</p> | <p>15. To spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</p> <p>16. To spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).</p> <p>17. To spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).</p> | <p>1. To spell words with endings that sound like / shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).</p> <p>2. To spell words with endings that sound like / shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</p> <p>3. To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).</p> <p>4. To spell words containing the letter string 'ough' (e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough).</p> | <p>29. To spell words ending in -able and -ably (e.g. adorable/ adorably, applicable/ applicably, considerable/ considerably, tolerable/ tolerably).</p> <p>30. To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</p> <p>31. To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive, receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</p> <p>32. To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).</p> |

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|                               | <p>17. To spell words with a / sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure).</p> <p>18. To spell words with a short /u/ sound spelt with 'ou' (e.g. young, touch, double, trouble, country).</p> <p>19. To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</p> <p>20. To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure)</p> <p>21. spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</p> <p>22. To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</p>  | <p>18. To spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).</p> <p>19. To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' (e.g. science, scene, discipline, fascinate, crescent).</p> <p>20. (e.g. science, scene, discipline, fascinate, crescent).</p>  | <p>through, thorough, borough, plough, bough).</p>  | <p>33. To spell words with endings which sound like /shuh/ after a vowel letter using 'tial' (e.g. partial, confidential, essential)</p>  |
| <b>Common exception words</b> | <p>23. To spell many of the Y3 and Y4 statutory spelling words correctly.</p> <p>24. To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).</p> <p>25. To spell most words with the suffix -ly with no change to the root word; root words that end in 'le','al' or 'ic' and the exceptions to the rules.</p> <p>26. To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).</p> <p>27. To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning)</p> | <p>21. To spell many of the Y3 and Y4 statutory spelling words correctly.</p> <p>22. To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).</p> <p>23. To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration).</p> <p>24. To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p> | <p>5. To spell many of the Y5 and Y6 statutory spelling words correctly</p> <p>6. To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate).</p> <p>7. To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).</p> <p>8. To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).</p> <p>9. To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten).</p> | <p>34. To spell many of the Y5 and Y6 statutory spelling words correctly</p> <p>35. To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).</p> <p>36. To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).</p> <p>37. To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, referee, preference, transference)</p> |
| <b>Prefixes and suffixes</b>  | <p>28. To spell most words with the prefixes dis-, mis-, bi-, re- and de- correctly (e.g. disobey, mistreat, bicycle, reapply, defuse).</p> <p>29. To spell most words with the suffix -ly with no change to the root word; root words that end in 'le','al' or 'ic' and the exceptions to the rules.</p> <p>30. To spell words with added suffixes beginning with a vowel (-er/-ed/- ing) to words with more than one syllable (unstressed last syllable, e.g. limiting offering).</p> <p>31. To spell words with added suffixes beginning with a vowel (-er/-ed/- en/-ing) to words with more than one syllable (stressed last syllable, e.g. forgotten beginning).</p>  | <p>25. To correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense).</p> <p>26. To form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration). To spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous).</p>  | <p>10. To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate). To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).</p> <p>11. To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify). To convert nouns or adjectives into verbs using the suffix -en (e.g. blacken, brighten, flatten)</p>  | <p>38. To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).</p> <p>39. To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, frequency, confident, confidence, obedient, obedience, independent).</p> <p>40. To spell words by adding suffixes beginning with vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, referee, preference, transference)</p>  |
| <b>Spelling conventions</b>   | <p>32. To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/ male.</p> <p>33. To use the first two or three letters of a word to check its spelling in a dictionary.</p>   | <p>27. To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</p> <p>28. To use their spelling knowledge to use a dictionary more efficiently.</p>  | <p>12. To spell complex homophones and near homophones, including who's/whose and stationary/stationery.</p> <p>13. To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>   | <p>41. To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/practise, licence/license, advice/advise).</p> <p>42. To spell words that contain hyphens (e.g. co-ordinate, re-enter, cooperate, co-own). To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically.</p>  |

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|   |   |  |   | 43. To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.  |
| <b>Letter formation, placement and positioning</b>  | 34. To use a neat, joined handwriting style with increasing accuracy and speed.   | 29. To increase the legibility, consistency and quality of their handwriting [e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].   | 14. To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.<br>15. To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.  | 44. To write legibly, fluently and with increasing speed by: -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.   |
| <b>COMPOSITION; VGP</b>                             | <b>Year 3</b>   | <b>Year 4</b>  | <b>Year 5</b>   | <b>Year 6</b>   |
| <b>Composition: planning, writing and editing</b>   | 35. To begin to use ideas from their own reading and modelled examples to plan their writing.<br>36. To proofread their own and others' work to check for errors (with increasing accuracy) and to make improvements.<br>37. To begin to organise their writing into paragraphs around a theme.<br>38. To compose and rehearse sentences orally (including dialogue).   | 30. To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.<br>31. To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.  | 45. To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.<br>46. To consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.<br>47. To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.<br>48. To consistently link ideas across paragraphs.<br>49. To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements. | 50. To note down and develop initial ideas, drawing on reading and research where necessary.<br>51. To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining). To use a wide range of devices to build cohesion within and across paragraphs.<br>52. To habitually proofread for spelling and punctuation errors.<br>53. To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing. |
| <b>Awareness of audience, purpose and structure</b> | 39. To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.<br>40. To begin to use the structure of a wider range of text types (including the use of simple layout devices in non-fiction).<br>41. To make deliberate ambitious word choices to add detail. To begin to create settings, characters and plot in narratives. | 32. To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).<br>33. To write a range of narratives that are well-structured and well-paced.<br>34. To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.<br>35. To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear. | 54. To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes. To describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace.<br>55. To regularly use dialogue to convey a character and to advance the action.<br>56. To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.   | 57. To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).<br>58. To distinguish between the language of speech and writing and to choose the appropriate level of formality.<br>59. To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).            |
| <b>Sentence construction and tense</b>              | 42. To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. To use 'a' or 'an' correctly throughout a piece of writing.  | 36. To always maintain an accurate tense throughout a piece of writing.<br>37. To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'  | 60. To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.<br>61. To ensure the consistent and correct use of tense throughout all pieces of writing.  | 62. To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.  |
| <b>Use of phrases and clauses</b>                   | 43. To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.<br>44. To use a range of conjunctions, adverbs and prepositions to show time, place and cause   | 38. To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.<br>39. To expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.<br>40. To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.  | 63. To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).<br>64. To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns)   | 65. To use the subjunctive form in formal writing.<br>66. To use the perfect form of verbs to mark relationships of time and cause.<br>67. To use the passive voice   |

## WRITING: Progression of Skills 2020-21

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| <b>Punctuation</b>        | 45. To use the full range of punctuation from previous year groups.<br>46. To punctuate direct speech accurately, including the use of inverted commas.  | 41. To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.<br>42. To consistently use apostrophes for <u>singular and plural possession</u> . | 68. To use commas consistently to clarify meaning or to avoid ambiguity.<br>69. To use brackets, dashes or commas to indicate parenthesis. | 70. To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semicolons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity. |
| <b>Use of terminology</b> | 47. To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks). | 43. To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.   | 71. To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.      | 72. To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.  |