## The Canterbury Primary School



## **Knowledge and Skills Progression Document**

## **Writing**

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing gross	Sit at a table	Sit at a table	Sit at a table with	Sit at a table with	Choose whether	Choose
and fine motor	with correct	with correct	correct posture	correct posture	to print or join	appropriate form
skills.	posture for	posture for	for writing.	for writing.	words,	of handwriting
	writing.	writing.			depending on	for the task.
Learn to form print			Use the correct	Use the correct	the stage of	
letters and digits 0-		Use the correct	grip.	grip.	composition and	Choose whether
9.	grip.	grip.			purpose.	or not to join
	Pogin to form		Form print	Form print		letters.
		Practice	letters, capitals	letters, capitals	Form letters of	
		forming print	and lower-case.	and lower-case.	appropriate size:	Form letters of
		letters, capitals			capitals and	consistent size.
		and lower-case	Consolidate	Consolidate	lower-case.	
	starting and	correctly.	cursive	cursive		Space letters
	finishing in the	-	formation.	formation.	Space letters	appropriately.
	right place.	Practice			evenly.	
		forming digits	Form letters of	Form letters of		Ascenders and
	Learn to form	correctly.	appropriate size:	appropriate size:	Ascenders and	descenders not
	capital letters	,			descenders not	joining.
	correctly.	If ready, learn	lower-case.	lower-case.	joining.	
		• •			, ,	
	Developing gross and fine motor skills.  Learn to form print letters and digits 0-	Developing gross and fine motor skills.  Learn to form print letters and digits 0-9.  Begin to form lower-case letters in the correct direction, starting and finishing in the right place.  Learn to form	Developing gross and fine motor skills.  Learn to form print letters and digits 0-9.  Begin to form lower-case letters in the correct direction, starting and finishing in the right place.  Learn to form capital letters  Sit at a table with correct with correct posture for writing.  Use the correct grip.  Use the correct grip.  Practice forming print letters, capitals and lower-case correctly.  Practice forming digits correctly.	Developing gross and fine motor skills.  Learn to form print letters and digits 0-9.  Begin to form lower-case letters in the correct direction, starting and finishing in the right place.  Learn to form capital letters correctly.  Sit at a table with correct with correct posture for writing.  Use the correct grip.  Use the correct grip.  Use the correct grip.  Practice forming print letters, capitals and lower-case.  Consolidate cursive forming digits correctly.  Form letters of appropriate size: capitals and lower-case.	Developing gross and fine motor skills.  Developing gross and fine motor skills.  Learn to form print letters and digits 0-9.  Begin to form lower-case letters in the correct direction, starting and finishing in the right place.  Learn to form capital letters correctly.  Developing gross with a table with correct with correct with correct with correct with correct correct posture for writing.  With correct with correct correct posture for writing.  Use the correct grip.  Use the correct grip.  Form print letters, capitals and lower-case.  Form print letters, capitals and lower-case.  Consolidate cursive formation.  Form letters of appropriate size: capitals and lower-case.  Form letters of appropriate size: capitals and lower-case.	Developing gross and fine motor skills.  Developing gross and fine motor skills.  Learn to form print letters and digits 0-99.  Begin to form lower-case letters in the correct direction, starting and finishing in the right place.  Learn to form capital letters correctly.  Developing gross with correct with correct with correct posture for with correct posture for writing.  Sit at a table with correct posture for writing.  Use the correct grip.  Practice forming print letters, capitals and lower-case.  In the correct grip.  Practice forming print letters, capitals and lower-case.  Consolidate cursive formation.  Consolidate cursive formation.  Space letters evenly.  Prom letters of appropriate size: capitals and descenders not grip.  Form print letters, capitals and descenders not grip.  Form print letters, capitals and descenders not joining.

		Learn to form	formation of	Space letters	Space letters		
		digits 0-9	letters.	evenly.	evenly.		
		correctly.	letters.	eveniy.	eveniy.		
		correctly.					
Grammar and	Speaking and	Able to speak	Learn	From Y1 and 2:	From Y1, 2 and 3:	Use of the past	Use a wide range
punctuation	listening – speaking	their sentences	statements,	Use CL, FS, ?, !	Use CL, FS, ?, !	perfect form	of punctuation
	in sentences.	before writing	questions,	commas in lists,		e.g., 'He had had	accurately: FS,
(Spelling with		them.	exclamations	apostrophes of	Commas in lists,	a long day.'	CL, commas, ?, !,
phonics)	Begin to write their		and	contraction,	apostrophes of	'They had been	hyphens, dashes,
	own sentence.	Use a capital	commands.	apostrophes of	contraction,	to the cinema.'	apostrophes.
		letter and full		possession (sing.	apostrophes of		Brackets.
		stop to	Use modal	nouns) correctly.	possession	Use of the	
		punctuate	verbs:		(singular and	present and past	Use suffixes to
		sentences.	should/must.	Use 'a' or 'an'	plural nouns)	continuous to	convert words
				correctly before	correctly.	situate events in	from one word
		Begin to use	Use	nouns.		the past.	class to another:
		question marks	subordinating		Use Standard		-ate, -ise, -ify, -
		and exclamation	conjunctions:	Use a wider	English forms for	Use a range of	ness, -ment, -ful,
		marks.	because, if,	range of	verb inflections:	subordinating	-ous.
			when to create	conjunctions to	we were, not we	and co-	
		Use finger	complex	join clauses:	was; I did, not I	ordinating	Structure
		spaces between	sentences.	when, before,	done.	conjunctions.	sentences in a
		words.		after, while, so			variety of ways
			Separate	because.	Choose the	Use adverbial	to achieve
		Use 'and' to join	clauses with		appropriate verb	phrases and	specific effects.
		words or	comma when	Use pronouns to	tense for a task.	punctuate	
		clauses.	sub.	avoid repetition.		correctly.	Use and
			conjunction is		Expansion before		punctuate
		Sometimes use	used as the	Expansion to add	and after the	Vary the position	relative clauses
		correctly:	opener.	detail – including	noun to add	of the	appropriately.
		- capital letters		prepositional	detail –	subordinate	
		- full stops	Use co-	phrases (time	prepositional	clause within	Select the
		- question mark	ordinating	and place).		sentences to	appropriate

		T	T		Γ	
	- exclamation	conjunctions:		phrases (time	achieve	tense and
	mark	FANBOYS.	Use of possessive	and place).	particular	maintain correct
			apostrophe –		effects.	use of tense for
	Use capital	Use adjectives	singular nouns	Use of the		the task.
	letters correctly	to create	and plural nouns	present perfect	Use commas to	
	for days of the	expanded noun	e.g. women's,	form for the past	separate clauses.	Use modal verbs
	week, people,	phrases in	children's,	tense. (I have		or adverbs to
	places and the	descriptions.	men's.	done, I have	Use a wide range	show possibility:
	personal			been)	of punctuation	may/could;
	pronoun 'I'.	Punctuate	Use the present		accurately: FS,	nearly/definitely
		sentences with	perfect form of	Use pronouns to	CL, commas, ?, !	/always.
		capital letters	the past tense: I	avoid repetition.	Apostrophes	
		and full stops.	have done, he		with singular and	Know and use
			has seen(do	Use co-	plural nouns.	the rules of
		Use capital	not necessarily	ordinating		Standard English:
		letters for	need to know	(FANBOYS) and	Punctuate direct	subject/pronoun
		names and	the grammatical	subordinating	speech correctly	-verb agreement;
		pronoun I.	language).	(ISAWAWABUB)	with inverted	consistent tense
				conjunctions.	commas and	use; no slang; no
		Punctuate	Begin to use		other	double
		questions and	inverted commas	Vary the position	punctuation.	negatives; no
		exclamations	to demarcate	of subordinate		adjectives used
		correctly with?	speech. Other	clauses and	Use expansion	as adverbs.
		and I.	punctuation may	punctuate	before and after	
			not be accurate.	appropriately.	the noun to give	Use the passive
		Use commas in			detailed	voice.
		lists of	Use adverbs,	Use adverbial	information	
		adjectives.	conjunctions and	phrases and	concisely.	Use and
		-	prepositions to	punctuate with a		punctuate direct
		Use fronted	show time, place	comma.	Use modal verbs	and reported
		adverbials to	or cause and		or adverbs to	speech
		sequence ideas	sometimes use	Accurate use of	show possibility:	accurately
		and punctuate		inverted commas	may/could;	throughout,
		1	l	<u> </u>		<u> </u>

		T		
(one word)	commas	and punctuation	nearly/definitely	including new
with commas.	correctly.	of direct speech	/always.	speaker, new
		<ul> <li>punctuation of</li> </ul>		line.
Use	Use possessive	reporting clauses	Know and use	
apostrophes in	apostrophe with	and beginning to	the rules of	Use hyphens to
contractions:	plural nouns	use the correct	Standard English:	avoid confusion:
don't, can't,	(sometimes).	punctuation	subject-verb	the best-dressed
won't.		within inverted	agreement;	dancers win the
		commas.	consistent tense	special award!
Use			use; no slang; no	
apostrophes of			double	Use colons, semi-
possession with			negatives; no	colons or dashes
singular nouns.			adjectives used	between clauses.
			as adverbs.	
Choose and use				Use a colon to
consistently			Use colons to	introduce a list.
the correct			introduce a list.	
tense in their				
writing: past or			Use suffixes to	
present.			convert words	
			from one class to	
Use the			another: -ful/-	
progressive			ness/-ment etc.	
form of verbs				
in the past or			Begin clauses	
present tense: I			with: who, that,	
am/I was			which, where, or	
drumming.			with an implied	
			relative pronoun.	
			Use brackets or	
			commas to	

						indicate parenthesis.	
						parenthesis.	
Composition and	Mark-making and	Without	Use found facts	Sequence events	Use appropriate	Maintain clear	Choose content
effect	beginning to	necessarily	to create their	in a narrative to	organisational	purpose and	to
	ascribe meaning to	knowing the	own non-	create a basic	features of	choose content	inform/engage
Cohesion	marks.	terminology	fiction texts	plot.	genre, including	effectively to	the reader.
		Able to create	and use	Use title,	headings in non-	inform/engage	
	Speak a sentence	simple	headings,	subheadings and	fiction.	the reader.	Sustain the
	to describe or	sentences and	subheadings,	bullet-points in			appropriate
	retell events.	link them with	pictures and	non-fiction	Use adverbial	Work follows a	viewpoint
		co-ordinating	captions.	writing.	phrases and	logical sequence.	throughout
		conjunctions:			punctuate with a	Children may	writing.
		and, but, to	Create their	Use expanded	comma.	begin to	
		create	own retelling of	noun phrases		experiment with	Include
		compound	stories,	and adverbs to	Narrative and	time-slips in	organisational
		sentences.	recounts of	create character	non-fiction	narrative.	features of text
			events real or	and setting.	writing follows		to guide the
		Begin to use	imagined, and		logical sequence.	Change	reader: headings,
		subordination by	set out letters	Write in	It begins and	paragraphs	subheadings,
		using: because,	correctly.	paragraphs –	ends	accurately and	bullet-points,
		when and after.		build paragraph	appropriately.	consistently,	glossary.
			Use new and	around a theme.		including	
		Create	interesting		Use pronoun or	dialogue.	Text organised
		expanded noun	vocabulary	Link between	noun		logically: link
		phrases to	from their	paragraphs by	appropriately for	Use headings,	between
		describe.	reading when	using adverbs,	cohesion; avoid	subheadings,	opening and
			they write.	synonyms of key	repetition.	bullet-points to	ending.
		Create rhymes		words or		organise work.	GDS – may
		using phonics	Link events	repetition.	Use adverbials,		incorporate
		knowledge.	with adverbs		expanded noun		time-slips and

and pronouns	phrases and	Select vocabulary	handle these
to remove	prepositional	and grammar for	effectively.
repetition.	phrases to	impact.	
	describe setting		Select
	and character.	Use a range of	appropriate
		devices for	grammar and
	Experiment with	cohesion within	vocabulary.
	new vocabulary.	and between	,
	,	paragraphs:	Understand how
	Use stylistic	adverbials,	choices can
	features for	pronouns and	enhance
	effect:	conjunctions.	meaning/effect.
	alliteration,	, , , , , , ,	<b>3,</b> 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5
	simile,	Use a variety of	Link ideas in a
	metaphors,	techniques to	variety of ways:
	personification.	engage the	adverbials,
		reader: build	conjunctions,
	Use techniques	tension;	pronouns, chains
	to engage the	comment,	of reference.
	reader: direct	opinion,	
	address,	rhetorical	Use stylistic
	rhetorical	questions,	features for
	question,	reflection.	effect:
	opinions, build		alliteration,
	tension.	Describe	simile,
		settings,	metaphor,
	Use simple,	character and	personification,
	compound and	atmosphere.	rhetorical
	complex	Expand before	question, puns,
	sentences.	and after the	emotive
		noun to add	language.
	Use speech to	detail.	
	show character.	actuii.	
	3710 VI GHALACCELL	1	

Evidence of	Use a variety of	Describe settin
correcting	stylistic features	character and
spelling,	for impact:	atmosphere.
punctuation and	alliteration,	
grammar errors.	simile,	Use dialogue to
	metaphors,	add to characte
Writing in	personification.	or to move
paragraphs: how		action forward
to build around a	Use dialogue to	
theme; when to	show character	Use expansion
change.	or to advance	before and afte
	the action.	the noun to
Make precise		convey
noun and verb		complicated
choices.		information
		precisely.
Use a thesaurus		
and dictionary to		Use a variety of
find synonyms		techniques to
and check their		engage the
meanings.		reader: build
		tension,
Use adverbs,		comment,
adverbial		opinion,
phrases, and		reflection,
correct pronouns		expansion of k
to link between		events, detaile
paragraphs.		characterisation

Editing and	Able to tell adult or	Read work out	Read work out	Read work out	Read work out	Evidence of	Edit and
improving work	peer what their	loud.	loud with peer	loud with peer to	loud with peer to	changing	improve:
	marks mean.	Put in missing	to identify	find missing	find missing	sentence	evidence of
		capital letters.	missing	punctuation.	punctuation.	structures for	editing for
		Use word banks	punctuation			effect.	spelling,
		to correct	and spelling	Recognise when	Check that work		punctuation and
		spellings.	errors.	work does not	makes sense and	Evidence of	grammar.
				make sense:	add or remove	changes to	
			Use word	sequence.	words.	grammar,	Edit and
			banks and	Correct this.		vocabulary and	improve:
			begin to use		Uplevel	punctuation to	evidence of
			knowledge of	Check that work	vocabulary	improve impact.	editing to
			the alphabet to	makes sense and	choices.		maintain
			use dictionaries	add or remove		Evidence of	viewpoint
			to find correct	words.	Evidence of	corrections to	(opinion or
			spellings.		editing work to	ensure that	characterisation,
				Use dictionaries	create better	correct tense is	mood of setting).
				to find correct	effect.	used throughout.	
				spellings.		Evidence of	
						corrections to	
						ensure that	
						appropriate	
						register is used -	
						formal/informal	
						appropriately.	
End points	Handwriting - Write	Handwriting -	Handwriting –	Handwriting –	Handwriting –	Handwriting -	Handwriting -
<b>P ~</b>	legible capital	Form print letters,	choose whether	choose whether to	write legibly in	Choose whether	
	letters, lower-case	capitals and	to write in pen	write in pen or	cursive style.	to write in pen	Use language
	letters and digits in	lower-case	or pencil.	pencil.		and pencil.	appropriate to
	print.	correctly.				•	audience, topic
							and genre.

Use the correct	Form digits 0-9	Use the correct	Choose cursive or	Choose cursive or	Choose the style	
posture and grip for	correctly.	posture and grip	print depending	print style	of writing for the	Establish and
writing.		for writing.	on task.	depending on task.	task and stage of	maintain
	Handwriting	Write in cursive			drafting.	purpose:
Using pictures to	practice linked to	script and	Work follows a	Choose		language as well
retell.	phonics.	choose whether	logical sequence.	appropriate form	Maintain clear	as layout.
		to join letters or		and language for	purpose and	as layout.
Answering	Can use own ideas	not.	Structure	the task.	choose content	Chango
questions.	for writing.		paragraphs by			Change
		Create work that	linking around one	Choose language	effectively to	paragraphs
Making up stories	Compose	follows a logical	topic or idea.	to engage the	inform/engage	appropriately
Sequencing events in	sentences orally	sequence.		reader and at	the reader.	and consistently.
stories.	to create a		Use co-ordinating	relevant level		
	sequence.	Punctuate	and subordinating	(awareness of	Choose the	Spell plurals
Summarise the main		sentences	conjunctions.	reader).	appropriate verb	correctly: -s, -es,
themes or ideas.	Write sentences	accurately with			tense for a task.	ies, doubling
	in sequence to	CL, FS, ! or ?.	Use fronted	Work follows a		consonants where
Write own name and	create a narrative.		adverbials with	logical sequence,	Use a variety of	necessary.
labels.	Bartarta I.	Use CL for	commas.	beginning and	sentence	
Consider and white a	Beginning to create tenses –	proper nouns	Evidence of	ending	structures:	Spell hyphenated
Speak and write a		and pronoun I.		appropriately.	simple,	words to avoid
sentence,	present and past —d/-ed.	and promount.	correcting	Write in	compound,	double vowels: oo
punctuating it with a capital letter and full	–u/-eu.	Spell words	grammar e.g. verb tenses or	paragraphs more	compound,	and ee: re-enter;
stop.	Punctuation of	containing	pronoun-verb	consistently,	complex.	co-operate.
sτομ.	sentences – using	0	agreements.	including speech.	Davasan akaul.	Spell words from
Use phonics learning	question marks	Phase 5 GPCs.	agreements.	Know the rules for	Paragraph work	the statutory Year
attempt new words.	and exclamation		Evidence of	beginning new	appropriately,	5 and 6 word list.
attempt new words.	marks.	<mark>Spell words</mark>	correcting spelling	paragraphs.	including speech.	3 and 6 word list.
Spell HFW	marks.	<mark>containing</mark>	and punctuation	paragraphs.		Spell words from
accurately.	CL for names of	Phase 6 GPCs.	errors.	Use a variety of	Add -s, -es, ies,	the homophones
4555,465,71	people and			simple, compound	<mark>doubling</mark>	list NNS Y5/6.
Secure phonics	places, and for	Spell HFW for	Spell words	and complex	<mark>consonants</mark>	1130 14143 13/0.
Phase 2, and up to	the pronoun I.	<mark>Phases 2-6.</mark>	containing Phase 5	sentences.	where necessary.	Edit and improve
Phase 3 Set 10?	'		GPCs. (Y1/2)			work to correct
	ı	ı	1	1		

Punctuate	Add inflectional	Spell words	Punctuate work	Spell words with	spelling and
sentences accurately with	endings to	containing Phase 6	accurately,	silent letters.	grammar.
capital letter and	words: -s/es;	GPCs (Y2).	including speech.		Improve the
full stop.	ing; d/ed.	Spell HFW for	Evidence of using	Spell hyphenated words to avoid	effectiveness of
·	Add suffixes to	Phases 2-6.	learning from	double vowels:	language choices
Use expansion	create		reading:	oo and ee, e.g.	when editing; add
with one adjective	adjectives: ful;	Add inflectional	vocabulary,	re-enter; co-	or remove
before the noun.	er; est; less; y.	endings to words:	phrases or sentence	operate.	content.
	ci, est, iess, y.	-s/es; ing; d/ed.	structures.	operate.	
Phase 5	Spell common	Spell words from	Structures.	Spell words from	Greater depth
completed.	homophones	Y2 list.	Spell most of the	the homophones	standard
Year R and Year 1	from Y2 list		words on the Y3/4	list NNS Y5.	Use ellipsis
<mark>HFW known and</mark>		Spell common	spelling list.		appropriately / I
spelt correctly.		homophones from Y2 list.	Spell commonly	Spell most of the	love tea but (I) hate coffee.
		12 1151.	misspelt words on	words on the	nate conee.
		Spell some words	the Y3/4 list.	statutory Y5/6	Recognise and use
		from Y3/4		spelling list.	structures
		statutory list.	Spell words with	Description of	appropriate for
			rarer GPCs from Y3	Proof-read and	formal writing,
			list: 'ay' as	correct errors in spelling and	including the
			ei/ey'eigh; -gue; 'u' as ou.	punctuation.	subjunctive mood: The doctor
			u us ou.	parictuation.	recommended he
			Spell further		give up smoking;
			homophones (See		use of formal
			NNS list Y3/4).		adverbs to link
					thoughts -
					Furthermore
					Spell plurals
					correctly: -s, -es,
					ies, doubling
					ies, doubling

			consonants where necessary.
			Spell hyphenated words to avoid double vowels: oo and ee: re-enter; co-operate.
			Spell words from the statutory Year 5 and 6 word list.  Spell words from
			the homophones list NNS Y5/6.
			IISC NINS Y5/6.