

The Canterbury Primary School



Knowledge and Skills Progression Document

Writing

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

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

		<p>- exclamation mark</p> <p>Use capital letters correctly for days of the week, people, places and the personal pronoun 'I'.</p>	<p>conjunctions: FANBOYS.</p> <p>Use adjectives to create expanded noun phrases in descriptions.</p> <p>Punctuate sentences with capital letters and full stops.</p> <p>Use capital letters for names and pronoun I.</p> <p>Punctuate questions and exclamations correctly with ? and I.</p> <p>Use commas in lists of adjectives.</p> <p>Use fronted adverbials to sequence ideas and punctuate</p>	<p>Use of possessive apostrophe – singular nouns and plural nouns e.g. women’s, children’s, men’s.</p> <p>Use the present perfect form of the past tense: I have done, he has seen...(do not necessarily need to know the grammatical language).</p> <p>Begin to use inverted commas to demarcate speech. Other punctuation may not be accurate.</p> <p>Use adverbs, conjunctions and prepositions to show time, place or cause and sometimes use</p>	<p>phrases (time and place).</p> <p>Use of the present perfect form for the past tense. (I have done, I have been)</p> <p>Use pronouns to avoid repetition.</p> <p>Use co-ordinating (FANBOYS) and subordinating (ISAWAWABUB) conjunctions.</p> <p>Vary the position of subordinate clauses and punctuate appropriately.</p> <p>Use adverbial phrases and punctuate with a comma.</p> <p>Accurate use of inverted commas</p>	<p>achieve particular effects.</p> <p>Use commas to separate clauses.</p> <p>Use a wide range of punctuation accurately: FS, CL, commas, ?, ! Apostrophes with singular and plural nouns.</p> <p>Punctuate direct speech correctly with inverted commas and other punctuation.</p> <p>Use expansion before and after the noun to give detailed information concisely.</p> <p>Use modal verbs or adverbs to show possibility: may/could;</p>	<p>tense and maintain correct use of tense for the task.</p> <p>Use modal verbs or adverbs to show possibility: may/could; nearly/definitely /always.</p> <p>Know and use the rules of Standard English: subject/pronoun -verb agreement; consistent tense use; no slang; no double negatives; no adjectives used as adverbs.</p> <p>Use the passive voice.</p> <p>Use and punctuate direct and reported speech accurately throughout,</p>
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			<p>(one word) with commas.</p> <p>Use apostrophes in contractions: don't, can't, won't.</p> <p>Use apostrophes of possession with singular nouns.</p> <p>Choose and use consistently the correct tense in their writing: past or present.</p> <p>Use the progressive form of verbs in the past or present tense: I am/I was drumming.</p>	<p>commas correctly.</p> <p>Use possessive apostrophe with plural nouns (sometimes).</p>	<p>and punctuation of direct speech – punctuation of reporting clauses and beginning to use the correct punctuation within inverted commas.</p>	<p>nearly/definitely /always.</p> <p>Know and use the rules of Standard English: subject-verb agreement; consistent tense use; no slang; no double negatives; no adjectives used as adverbs.</p> <p>Use colons to introduce a list.</p> <p>Use suffixes to convert words from one class to another: -ful/-ness/-ment etc.</p> <p>Begin clauses with: who, that, which, where, or with an implied relative pronoun.</p> <p>Use brackets or commas to</p>	<p>including new speaker, new line.</p> <p>Use hyphens to avoid confusion: the best-dressed dancers win the special award!</p> <p>Use colons, semi-colons or dashes between clauses.</p> <p>Use a colon to introduce a list.</p>
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						indicate parenthesis.	
Composition and effect Cohesion	Mark-making and beginning to ascribe meaning to marks. Speak a sentence to describe or retell events.	Without necessarily knowing the <u>terminology</u> ... Able to create simple sentences and link them with <u>co-ordinating conjunctions</u> : and, but, to create compound sentences. Begin to use <u>subordination</u> by using: because, when and after. Create expanded noun phrases to describe. Create rhymes using phonics knowledge.	Use found facts to create their own non-fiction texts and use headings, subheadings, pictures and captions. Create their own retelling of stories, recounts of events real or imagined, and set out letters correctly. Use new and interesting vocabulary from their reading when they write. Link events with adverbs	Sequence events in a narrative to create a basic plot. Use title, subheadings and bullet-points in non-fiction writing. Use expanded noun phrases and adverbs to create character and setting. Write in paragraphs – build paragraph around a theme. Link between paragraphs by using adverbs, synonyms of key words or repetition.	Use appropriate organisational features of genre, including headings in non-fiction. Use adverbial phrases and punctuate with a comma. Narrative and non-fiction writing follows logical sequence. It begins and ends appropriately. Use pronoun or noun appropriately for cohesion; avoid repetition. Use adverbials, expanded noun	Maintain clear purpose and choose content effectively to inform/engage the reader. Work follows a logical sequence. Children may begin to experiment with time-slips in narrative. Change paragraphs accurately and consistently, including dialogue. Use headings, subheadings, bullet-points to organise work.	Choose content to inform/engage the reader. Sustain the appropriate viewpoint throughout writing. Include organisational features of text to guide the reader: headings, subheadings, bullet-points, glossary. Text organised logically: link between opening and ending. GDS – may incorporate time-slips and

			and pronouns to remove repetition.		<p>phrases and prepositional phrases to describe setting and character.</p> <p>Experiment with new vocabulary.</p> <p>Use stylistic features for effect: alliteration, simile, metaphors, personification.</p> <p>Use techniques to engage the reader: direct address, rhetorical question, opinions, build tension.</p> <p>Use simple, compound and complex sentences.</p> <p>Use speech to show character.</p>	<p>Select vocabulary and grammar for impact.</p> <p>Use a range of devices for cohesion within and between paragraphs: adverbials, pronouns and conjunctions.</p> <p>Use a variety of techniques to engage the reader: build tension; comment, opinion, rhetorical questions, reflection.</p> <p>Describe settings, character and atmosphere. Expand before and after the noun to add detail.</p>	<p>handle these effectively.</p> <p>Select appropriate grammar and vocabulary.</p> <p>Understand how choices can enhance meaning/effect.</p> <p>Link ideas in a variety of ways: adverbials, conjunctions, pronouns, chains of reference.</p> <p>Use stylistic features for effect: alliteration, simile, metaphor, personification, rhetorical question, puns, emotive language.</p>
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					<p>Evidence of correcting spelling, punctuation and grammar errors.</p> <p>Writing in paragraphs: how to build around a theme; when to change.</p> <p>Make precise noun and verb choices.</p> <p>Use a thesaurus and dictionary to find synonyms and check their meanings.</p> <p>Use adverbs, adverbial phrases, and correct pronouns to link between paragraphs.</p>	<p>Use a variety of stylistic features for impact: alliteration, simile, metaphors, personification.</p> <p>Use dialogue to show character or to advance the action.</p>	<p>Describe setting, character and atmosphere.</p> <p>Use dialogue to add to character or to move action forward.</p> <p>Use expansion before and after the noun to convey complicated information precisely.</p> <p>Use a variety of techniques to engage the reader: build tension, comment, opinion, reflection, expansion of key events, detailed characterisation.</p>
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Editing and improving work	Able to tell adult or peer what their marks mean.	Read work out loud. Put in missing capital letters. Use word banks to correct spellings.	Read work out loud with peer to identify missing punctuation and spelling errors. Use word banks and begin to use knowledge of the alphabet to use dictionaries to find correct spellings.	Read work out loud with peer to find missing punctuation. Recognise when work does not make sense: sequence. Correct this. Check that work makes sense and add or remove words. Use dictionaries to find correct spellings.	Read work out loud with peer to find missing punctuation. Check that work makes sense and add or remove words. Uplevel vocabulary choices. Evidence of editing work to create better effect.	Evidence of changing sentence structures for effect. Evidence of changes to grammar, vocabulary and punctuation to improve impact. Evidence of corrections to ensure that correct tense is used throughout. Evidence of corrections to ensure that appropriate register is used - formal/informal appropriately.	Edit and improve: evidence of editing for spelling, punctuation and grammar. Edit and improve: evidence of editing to maintain viewpoint (opinion or characterisation, mood of setting).
End points	Handwriting - Write legible capital letters, lower-case letters and digits in print.	Handwriting - Form print letters, capitals and lower-case correctly.	Handwriting – choose whether to write in pen or pencil.	Handwriting – choose whether to write in pen or pencil.	Handwriting – write legibly in cursive style.	Handwriting - Choose whether to write in pen and pencil.	Handwriting - Use language appropriate to audience, topic and genre.

<p>Use the correct posture and grip for writing.</p> <p>Using pictures to retell.</p> <p>Answering questions.</p> <p>Making up stories Sequencing events in stories.</p> <p>Summarise the main themes or ideas.</p> <p>Write own name and labels.</p> <p>Speak and write a sentence, punctuating it with a capital letter and full stop.</p> <p>Use phonics learning attempt new words.</p> <p>Spell HFW accurately.</p> <p>Secure phonics Phase 2, and up to Phase 3 Set 10?</p>	<p>Form digits 0-9 correctly.</p> <p>Handwriting practice linked to phonics.</p> <p>Can use own ideas for writing.</p> <p>Compose sentences orally to create a sequence.</p> <p>Write sentences in sequence to create a narrative.</p> <p>Beginning to create tenses – present and past –d/-ed.</p> <p>Punctuation of sentences – using question marks and exclamation marks.</p> <p>CL for names of people and places, and for the pronoun I.</p>	<p>Use the correct posture and grip for writing.</p> <p>Write in cursive script and choose whether to join letters or not.</p> <p>Create work that follows a logical sequence.</p> <p>Punctuate sentences accurately with CL, FS, ! or ?.</p> <p>Use CL for proper nouns and pronoun I.</p> <p>Spell words containing Phase 5 GPCs.</p> <p>Spell words containing Phase 6 GPCs.</p> <p>Spell HFW for Phases 2-6.</p>	<p>Choose cursive or print depending on task.</p> <p>Work follows a logical sequence.</p> <p>Structure paragraphs by linking around one topic or idea.</p> <p>Use co-ordinating and subordinating conjunctions.</p> <p>Use fronted adverbials with commas.</p> <p>Evidence of correcting grammar e.g. verb tenses or pronoun-verb agreements.</p> <p>Evidence of correcting spelling and punctuation errors.</p> <p>Spell words containing Phase 5 GPCs. (Y1/2)</p>	<p>Choose cursive or print style depending on task.</p> <p>Choose appropriate form and language for the task.</p> <p>Choose language to engage the reader and at relevant level (awareness of reader).</p> <p>Work follows a logical sequence, beginning and ending appropriately.</p> <p>Write in paragraphs more consistently, including speech. Know the rules for beginning new paragraphs.</p> <p>Use a variety of simple, compound and complex sentences.</p>	<p>Choose the style of writing for the task and stage of drafting.</p> <p>Maintain clear purpose and choose content effectively to inform/engage the reader.</p> <p>Choose the appropriate verb tense for a task.</p> <p>Use a variety of sentence structures: simple, compound, complex.</p> <p>Paragraph work appropriately, including speech.</p> <p>Add -s, -es, ies, doubling consonants where necessary.</p>	<p>Establish and maintain purpose: language as well as layout.</p> <p>Change paragraphs appropriately and consistently.</p> <p>Spell plurals correctly: -s, -es, ies, doubling consonants where necessary.</p> <p>Spell hyphenated words to avoid double vowels: oo and ee: re-enter; co-operate.</p> <p>Spell words from the statutory Year 5 and 6 word list.</p> <p>Spell words from the homophones list NNS Y5/6.</p> <p>Edit and improve work to correct</p>
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		<p>Punctuate sentences accurately with capital letter and full stop.</p> <p>Use expansion with one adjective before the noun.</p> <p>Phase 5 completed. Year R and Year 1 HFW known and spelt correctly.</p>	<p>Add inflectional endings to words: -s/es; ing; d/ed.</p> <p>Add suffixes to create adjectives: ful; er; est; less; y.</p> <p>Spell common homophones from Y2 list</p>	<p>Spell words containing Phase 6 GPCs (Y2).</p> <p>Spell HFW for Phases 2-6.</p> <p>Add inflectional endings to words: -s/es; ing; d/ed.</p> <p>Spell words from Y2 list.</p> <p>Spell common homophones from Y2 list.</p> <p>Spell some words from Y3/4 statutory list.</p>	<p>Punctuate work accurately, including speech.</p> <p>Evidence of using learning from reading: vocabulary, phrases or sentence structures.</p> <p>Spell most of the words on the Y3/4 spelling list.</p> <p>Spell commonly misspelt words on the Y3/4 list.</p> <p>Spell words with rarer GPCs from Y3 list: 'ay' as ei/ey'eigh; -gue; 'u' as ou.</p> <p>Spell further homophones (See NNS list Y3/4).</p>	<p>Spell words with silent letters.</p> <p>Spell hyphenated words to avoid double vowels: oo and ee, e.g. re-enter; co-operate.</p> <p>Spell words from the homophones list NNS Y5.</p> <p>Spell most of the words on the statutory Y5/6 spelling list.</p> <p>Proof-read and correct errors in spelling and punctuation.</p>	<p>spelling and grammar.</p> <p>Improve the effectiveness of language choices when editing; add or remove content.</p> <p><u>Greater depth standard</u> Use ellipsis appropriately ... / I love tea but (I) hate coffee.</p> <p>Recognise and use structures appropriate for formal writing, including the subjunctive mood: The doctor recommended he <u>give up</u> smoking; use of formal adverbs to link thoughts - Furthermore...</p> <p>Spell plurals correctly: -s, -es, ies, doubling</p>
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							<p>consonants where necessary.</p> <p>Spell hyphenated words to avoid double vowels: oo and ee: re-enter; co-operate.</p> <p>Spell words from the statutory Year 5 and 6 word list.</p> <p>Spell words from the homophones list NNS Y5/6.</p>
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