

## LANGHAM PRIMARY SCHOOL – WRITING SKILLS PROGRESSION

See also [National Curriculum for English Programme](#), [Development Matters/ EYFS framework](#)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	<p>Throughout the year, Reception children will be taught to:</p> <p>Create marks using different materials, such as paint and crayons.</p> <p>Give meaning to the marks they make when drawing, painting or writing.</p> <p>Use mark-making tools with control.</p> <p>Draw lines and circles using large scale movements.</p> <p>Develop a tripod grip.</p> <p>Write recognisable letters most of which are correctly formed.</p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>• 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 to 9.</li> <li>• Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</li> </ul> <p><b>By the end of Y2, pupils should be able to:</b></p> <ul style="list-style-type: none"> <li>• Form lower-case letters of the correct size relative to one another.</li> <li>• Use 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>• Lead out of letters in preparation for joining.</li> <li>• Write capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters.</li> <li>• Use spacing between words that reflects the size of the letters</li> </ul>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• Increase the legibility, consistency and quality of their handwriting, (for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).</li> </ul>	<p><b>Pupils should be taught to:</b></p> <p>Write legibly, fluently and with increasing speed, using a continuous cursive style of handwriting.</p>			
Spelling (see also reading phonics)	<p>Write <b>name</b>.</p> <p>Write <b>short sentences</b> using known letter-sound correspondences.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p>	<p><b>Building on YR work:</b></p> <p>Work on spellings for Year 1 and 2 in National Curriculum <a href="#">Appendix 1</a> including:</p> <p>Spell words containing each of the 40+ phonemes taught. (Y1)</p> <p>Segment words in to phonemes and represent using plausible graphemes. (Y2)</p> <p>Spell common exception words.</p> <p>Spell days of the week</p> <p>Spell a few common homophones correctly (<i>e.g. here/ hear; to/ two/ too</i>).</p> <p>Plurals</p> <p>Simple prefixes and suffixes</p>	<p><b>Building on Y1/2 work:</b></p> <p>Work on spellings for Year 3 and 4 in National Curriculum <a href="#">Appendix 1</a> including:</p> <p>Continue to work on homophones insuring that frequently confused ones are regularly practiced (<i>e.g. their/ they’re; there</i>)</p> <p>Consolidate and build on prefixes and suffixes.</p> <p>Possessive apostrophe (including with plurals)</p>	<p><b>Building on Y3/4 work:</b></p> <p>Work on spellings for Year 1 and 2 in National Curriculum <a href="#">Appendix 1</a> including:</p> <p>Spell words with silent letters.</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Use word etymology and morphology identifying links between words and word families to help with spelling (<i>e.g. medical; medicine, medic, medicinal, medication; medicate</i>).</p> <p>Use a dictionary to check the spelling of words.</p> <p>Use spellchecking on a computer and understand some of its pitfalls.</p>			

Plot	<p>In shared writing/ story telling: Plan a story on a story map Tell your story using <i>Once upon a time, Suddenly/Unfortunately ...happily ever after...</i> Use simple time connectives (<i>first, then, after that, finally</i>) Invent, adapt and recount narratives using introduced vocabulary.</p>	<p><b>Building on YR work:</b> Choose your plot: <i>overcoming a problem; quest/journey; conquer the monster; changing (sad-happy, poor-rich); traditional pattern</i> Choose your main character; who are they? What is he/she doing? What is going to go wrong? How will it be sorted out? Make sure your story has a beginning, middle and end Use a plan to help you write your story: <i>storyboard; story map; story mountain</i> Use connectives to link paragraphs <i>e.g. Once upon a time, first, unfortunately, after that, luckily, happily ever after.</i></p>	<p><b>Building on Y1/2 work:</b> Choose your plot: <i>overcoming a problem; quest/journey; conquer the monster; character flaw; warning; lost and found; suspense; wishing; catastrophe; magical; story with a moral; changing (sad-happy, poor-rich); traditional pattern</i> Use a plan to help you write your story: <i>flowchart; timeline; storyboard; story map; story mountain</i> Use dialogue – but not too much! Show what the main character is like by what they say and what they do Write an ending that shows how the main character feels, or what has been learned. Use connectives to link paragraphs <i>e.g. one day, suddenly, finally.</i> Stay in the same tense Stay in the same person: <i>I/we, you, he/she/it/they...</i></p>	<p><b>Building on Y3/4 work:</b> Choose your plot: <i>overcoming a problem; quest/journey; conquer the monster; character flaw; warning; lost and found; suspense; wishing; catastrophe; magical; story with a moral; changing (sad-happy, poor-rich); traditional pattern</i> Follow a plan: <i>flowchart; timeline; storyboard; story map; story mountain</i> Use controlled dialogue to move the story on Balance action, dialogue and description. Show what the main character is like by what they say and what they do Write an ending that shows how the main character feels, or what has been learned Use connectives to link ideas, sentences and paragraphs</p>
Settings	<p>In shared writing/ story telling:  Use pictures, experience and common places to choose a setting you know well.  Use adjectives to describe.</p>	<p><b>Building on YR work:</b> Imagine you are the character in the setting. Describe what you can hear, smell and feel.  Use adjectives to describe the setting in detail.  Use a list of three to build a picture, e.g. blue curtains, red carpet and a blazing fire.  Use similes <i>e.g. like an icicle</i>  Use adverbs, <i>e.g. Angrily, the wind whirled</i>  Use prepositions to describe different areas <i>e.g. above, below, to the side, underneath, inside, outside, behind</i></p>	<p><b>Building on Y1/2 work:</b> Choose an interesting name for your setting <i>e.g. Hangman's Wood; Sandy Cove; Crystal Castle</i>  Think about the time of day and the weather Use an interesting detail as a 'hook' <i>e.g. one window was broken</i> Change the settings to change the mood <i>e.g. comfy – the kitchen was warm; scary – the alley was dark and cold</i> Use the weather to help you create the mood <i>e.g. scary setting – rain and thunder</i> Use figurative language to bring your setting to life:  <ul style="list-style-type: none"> <li>• Sounds - alliteration/ onomatopoeia</li> <li>• Images -similes, metaphor/ personification</li> </ul> </p>	<p><b>Building on Y3/4 work:</b> Show the setting through the main character's eyes, <i>e.g. Zak could see a bright speck in the sky which grew bigger and bigger. What could it be?</i> Describe the character's reactions to show how the setting is making them feel <i>e.g. His hand gripped the banister till his knuckles turned white.</i> Use unexpected detail as a 'hook' <i>e.g. It was then that he noticed it. Something had been crawling in the fine, red dust beneath the largest tower. Zak stopped and stared at the marks. They were not like anything he had ever seen.</i> Change the setting to create atmosphere Use short sentences to create tension and excitement – balance these with longer sentences containing detail. Use figurative language to bring your setting to life:  <ul style="list-style-type: none"> <li>• Sounds - alliteration/ onomatopoeia</li> <li>• Images -similes, metaphor/ personification</li> </ul> </p>

Characterisation and dialogue	<p>When inventing stories orally use questioning to model developing character profiles and explore back stories:</p> <ul style="list-style-type: none"> <li>• What do you think the witch was wearing?</li> <li>• What did her hat look like?</li> <li>• What colour was her hair?</li> <li>• How would you describe her nose? Big? Pointed? Long? Thin? Bulbous? ( Use every opportunity for vocabulary development)</li> <li>• Where do you think she lives?</li> </ul> <p>Use drama and role play to begin to explore character's speech in stories.</p>	<p><b>Building on N/YR work:</b></p> <p>Think about both appearance and personality when planning and developing a character. <i>What does he look like? What physical features stand out? What kind of a person is he? etc</i></p> <p>Use simple noun phrases to help describe your character e. g. <i>the angry bear, the red witch, a glass carriage etc..</i></p> <p>In shared writing always emphasise capital letters for character's names.</p> <p>Use adjectives to describe the character e..g. <i>tall, scruffy, sad, lonely, old etc..</i></p> <p>Introduce the idea of a simile to help the reader visualise your character e.g. <i>the giant's head was as large as a dustbin ....</i></p> <p>Expand and group collections of adverbs for description e.g.</p> <ul style="list-style-type: none"> <li>• sound: <i>noisily, loudly, softly,</i></li> <li>• feelings: <i>anxiously, cautiously, angrily, excitedly,</i></li> <li>• appearance: <i>scruffily, shabbily, smartly etc.</i></li> </ul> <p>Use pronouns effectively when describing a character. <i>John Henry went outside cautiously. <u>He</u> caught sight of.....etc.</i></p> <p>Use action to develop characterisation. e.g. <i>Jonas shrugged his shoulders and quietly shut the door behind him...; Jonas shot a look of dagger at his dad and slammed the door with all his might;</i></p> <p>Use commas in a list effectively.</p> <p>Use alliteration for effect in description e.g. <i>the cruel, cackle of the witch.....</i></p> <p>Introduce speech bubbles and thinking bubbles as visual aids to help focus talk on what a character is saying and thinking. Practise the basics of writing dialogue by moving from speech bubbles to speech marks around the spoken words</p>	<p><b>Building on Y1/Y2 work:</b></p> <p>Expand the use of noun phrases both in front of the noun and after or a mixture of both.</p> <p>e.g. <i>The grey knight strode forward ( before)</i>  <i>The knight with the gleaming sword strode forward ( after);</i> <i>The grey knight with the gleaming sword strode forward ( both!);</i></p> <p>Use simple adverbs of manner to describe a character's actions and movement  e.g. <i>slowly, happily, angrily etc..</i></p> <p>Use 'sentences of 3' for description e.g:  <i>The alien had green hair, an enormous nose and seemed to be completely confused.</i></p> <p>Use comparatives and superlatives in character description.  e.g. <i>He was taller than the Empire State Building...; He was the bravest knight in the whole eight kingdoms....</i></p> <p>Practise and apply the use of 'show not tell' to reveal how your character is feeling using drama and shared writing  e.g. rather than say <i>The teenager was angry,</i> try to show how he feels, <i>The teenager clenched his fists, his cheeks began to turn red and steam flowed from his ears.....;</i></p> <p>Develop consistency and accuracy in writing dialogue:</p> <ul style="list-style-type: none"> <li>• Speech marks around the spoken words</li> <li>• new speaker – new line</li> <li>• start spoken words with a capital letter</li> <li>• separate words spoken from speech verbs by using a comma ( unless using ! or ?)</li> </ul> <p>Use dialogue punctuation effectively and develop use and movement of speech verbs.  <i>"Well, I'm not that cold," shivered Freddy.</i>  <i>Freddy shivered, "Well, I'm not that cold."</i>  <i>"Well," shivered Freddy, "I'm not that cold."</i></p> <p>Develop the use of simile and metaphor to help visualise and give insight into a character's personality e.g. <i>The old man was as hungry as a lion stalking his prey.</i></p> <p>Explore how the reactions and thoughts of other characters towards a main character can reveal much to the reader  e.g. <i>Jamie stared at his friend, shaking his head sadly.</i> What does Jamie think about his friend's action?</p>	<p><b>Building on Y3/Y4 work:</b></p> <p>Develop the use of internal voice and rhetorical questions to enhance character description.  e.g <i>Sarah stopped in her tracks. Did I really see a shadow she thought to herself? What on earth was it?</i></p> <p>Consider the quality of dialogue by limiting the use of adverbs.  <i>If your dialogue is good it tells the reader what they need to know without the adverb e.g: "Come inside, it's nearly dark," shouted his mum angrily. / "How many times have I told you? Enough is enough! Come inside this VERY minute," shouted his mum.</i></p> <p>Vary the length of sentences for effect when writing. <i>Longer sentences for descriptive passages and short sentences for impact or effect ( Amy stood completely still.)</i></p> <p>Use a range of strategies to develop sophistication in controlling dialogue.  NB Children are often tempted to write a string of dialogue. Despite accurate punctuation and use of new speaker / new line, this can result in poor writing. Use a range of techniques to break up speech when writing:</p> <ul style="list-style-type: none"> <li>• add in subordination, extra details of description and action</li> <li>• show how the other character reacts to the dialogue</li> <li>• In filmic style, state what is going on in the background e.g. <i>Stop right there!" yelled the policeman, trying to get out his whistle...., Stop right there!" yelled the policeman, trying to get out his whistle. Monty looked him right in the eye...., Stop right there!" yelled the policeman, trying to get out his whistle. Monty looked him right in the eye. Passengers milled all around them.</i></li> </ul>
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Grammar and punctuation	Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.	<p><b>Work on vocabulary, grammar and punctuation in <a href="#">Appendix 2</a> of the National Curriculum for English, including:</b></p> <p>Regular plural noun suffixes (-s; -es)</p> <p>Verb suffixes where the root word is unchanged (-ing; -ed; er)</p> <p>Use prefix 'un-' to change meaning of adjectives/ adverbs.</p> <p>Make sure words are separated by spaces.</p> <p>Use future, present and past tenses correctly.</p> <p>Start to make simple compound sentences and using subordinating conjunctions (e.g. if; when; that; or)</p> <p>Capital letters for names and pronoun.</p>	<p><b>Work on vocabulary, grammar and punctuation in <a href="#">Appendix 2</a> of the National Curriculum for English, including:</b></p> <p>Use tenses consistently throughout a piece of writing.</p> <p>Use present perfect tense as well as/ in contrast to past tense.</p> <p>Identify nouns, verbs and adjectives in sentences.</p> <p>Use correct form of 'a' or 'an'.</p> <p>Use fronted adverbials.</p> <p>Distinguish between plural and possessive –s in writing</p> <p>Use extended noun phrases, including with prepositions, in writing.</p> <p>Use nouns, pronouns accurately to avoid repetition and create cohesion in writing.</p>	<p><b>Work on vocabulary, grammar and punctuation in <a href="#">Appendix 2</a> of the National Curriculum for English, including:</b></p> <p>Use relative clauses beginning with 'who', 'which', 'when' etc.</p> <p>Verb prefixes.</p> <p>Use adverbs and adverbial clauses in writing.</p> <p>Distinguish between formal and informal language.</p> <p>Use of ellipsis and parenthesis.</p>
Terminology	letter, capital letter, word, sentence, full stop, finger space.	letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks'), determiner, pronoun, possessive pronoun, adverbial	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points