



St Barnabas
Co/E Primary School

Skills Progression

Subject area: Writing

Subject Intent:

At St Barnabas, we ensure that our children become lifelong learners who love to read, are proficient and creative writers and can discuss and present their ideas with confidence.

Children are given exciting and purposeful opportunities to write throughout the curriculum and view themselves as writers, authors, journalists, scientists, historians and musicians among many other roles.

Our writing is inspired by quality, diverse and representative texts and real life experiences across every year group. Children are taught systematically the relationship between sounds and written spelling patterns and, a clear handwriting style so that they have the tools needed to be a confident writer by the time they leave our school in Year 6.

EYFS Development Matters

Characteristics of effective teaching and learning

Playing and exploring – children investigate and experience things, and ‘have a go’

Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Early Learning Goals: Writing

Physical development: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Children at the expected level of development will:

Literacy: Write recognisable letters, most of which are correctly formed;

Spell words by identifying sounds in them and representing the sounds with a letter or letters;

Write simple phrases and sentences that can be read by others.

Expressive Arts and Design: Invent, adapt and recount narratives and stories with peers and teachers.

Communication and Language: Speaking - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing clear handwriting	<p>3 and 4-year-olds: Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Write some letters accurately. Use large-muscle movements to wave flags and streamers, paint and make marks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p>	<p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p>	<p>Make sure that others can read handwriting by making it neat, with consistency and with equally-spaced letters.</p>	<p>Make sure that others can read handwriting by making it neat, consistency and with equally spaced letters.</p>	<p>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.</p>	<p>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.</p>

	Shows a preference for a dominant hand. Reception: Develop the foundations of a handwriting style which is fast, accurate and efficient. Form lower-case and capital letters correctly.						
Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Narrative Writing	Reception: Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.	Sequence sentences to form short narratives. Say out loud what to write. Re-read what is written to check that it makes sense.	Think about what to write before beginning by planning what to say, sentence by sentence.	Create settings, characters and plot in narrative writing.	Create settings, characters and plot in narrative writing.	Describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Plan writing by identifying the audience for the purpose of the writing, selecting the appropriate form and using other similar writing as models.	In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Non-narrative Writing	Reception: Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.	Sequence sentences to form short facts.	Write for different purposes.	Draft and write in non-narrative material, using simple organisational devices (for example, headings and sub-headings).	In non-narrative material, using simple organisational devices [for example, headings and sub-headings]	Organise and present writing in the correct layout and structure to guide the reader (for example, headings, bullet points, underlining).	Use a wide range of devices to build cohesion within and across paragraphs. Organise writing and use presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Using punctuation effectively	3-4 year olds: Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Use longer sentences of four to six words. Reception: Write short sentences with words with known sound-letter	Begin to punctuate sentences using a capital letter and a full stop. Begin to punctuate sentences using a question mark or exclamation mark. Begin to punctuate sentences using a question mark or exclamation mark.	Use full stops, capital letters, exclamation marks, question marks Use commas for lists and apostrophes for contracted forms and the possessive (singular)	Punctuate direct speech with correctly-used inverted commas and punctuation within them	Punctuate direct speech with correctly used inverted commas and punctuation within them. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Use commas to clarify meaning or avoid ambiguity in writing.	Use brackets, dashes or commas to indicate parenthesis. Proof-read for spelling and punctuation errors using standard English. Punctuate bullet points consistently. Use a colon to introduce a list.

	correspondences using a capital letter and full stop.						
Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Using vocabulary and grammar effectively	<p>3-4 year olds: Engage in extended conversations about stories, learning new vocabulary.</p> <p>Reception: Learn new vocabulary. Use new vocabulary throughout the day. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives.</p>	<p>Use joining words (and / because)</p> <p>Use suffixes (ing, ed, er and est) where no change is needed to the spelling of the root word. (eg helped, helping, helper)</p>	<p>Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p> <p>Use suffixes, including -er, -est and -ly to turn adjectives into adverbs.</p> <p>Use the present and past tenses correctly and consistently throughout writing.</p>	<p>Organise paragraphs around a theme in writing.</p> <p>Choose between 'a' or 'an' according to whether the next word begins with a consonant or vowel, eg a rock/an open box</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p> <p>Develop understanding of grammar by using conjunctions (eg when, before, after, while, so), adverbs and prepositions to express time and cause.</p> <p>Develop understanding of grammar by using the present perfect form of verbs (eg He has gone out to play) in contrast to the past tense (He went out to play).</p>	<p>Choose nouns or pronouns appropriately to avoid repetition. Spell words that are often misspelt</p> <p>Use standard English forms for verb use instead of local spoken forms, eg We were sat quietly, rather than we was sat quietly. Use fronted adverbials (eg Last night, After the game, As the clock struck midnight).</p> <p>Organise paragraphs around a theme in writing.</p>	<p>Use devices to build cohesion within a paragraph (eg then, after that, this, firstly, etc).</p> <p>Use a wide range of devices to build cohesion (a complete piece of writing that flows) within and across paragraphs (a range of adverbial phrases/sentence openers, conjunctions and noun phrases – the wooden chair, for example).</p> <p>Convert nouns or adjectives into verbs using suffixes eg -ate, -ise, -ify. Use modal verbs or adverbs to indicate degrees of possibility (eg can, may, should).</p> <p>Use the correct tense consistently throughout a piece of writing.</p>	<p>Use passive verbs to affect the presentation of information in a sentence (eg I broke the window in the greenhouse vs the window was broken by me).</p> <p>Make sure that the correct subject and verb agreement is used when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register (tone - formal/informal).</p> <p>Use correct tense throughout a piece of writing. Use a dictionary to check the spelling and meaning of words.</p>
Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Editing and improving	<p>Reception: Re-read what they have written to check that it makes sense.</p>	<p>Begin to add to, change and correct own writing by proofreading to check for errors in spelling, grammar and punctuation.</p>	<p>Add to, change and correct own writing by proofreading to check for errors in spelling, grammar and punctuation.</p>	<p>Proof-read work for spelling and punctuation errors, editing and correcting where needed.</p>	<p>Proof-read work for spelling and punctuation errors, editing and correcting where needed.</p>	<p>Proof-read work for spelling and punctuation errors, editing and correcting where needed..</p>	<p>Proof-read work for spelling and punctuation errors, editing and correcting where needed.</p>
Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing accurate spelling	<p>3 and 4 year olds: Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy</p> <p>Reception: Spell words by identifying the sounds and</p>	<p>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Spell words containing each of the 40+ phonemes already taught.</p>	<p>Learn ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p>	<p>Proof-read for spelling and punctuation errors (see English Appendix 1).</p>	<p>Proof-read for spelling and punctuation errors (see English Appendix 1).</p>	<p>Proof-read for spelling and punctuation errors (see English Appendix 1).</p>	<p>Proof-read for spelling and punctuation errors (see English Appendix 1).</p>

	then writing the sound with letter/s.	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.					
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