

Leedstown Writing Skills Progression EYFS-Year 6

	Foundation	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Planning	<p>Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)</p> <p>Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect). e.g character, settings, object. (C&L)</p> <p>Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses.</p>	<p>Say out loud what they are going to write about compose a sentence orally before writing it.</p>	<p>Plan or say out loud what they are going to write about.</p>	<p>Discuss and record ideas.</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p>	<p>Discuss and record ideas.</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary.</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary.</p>
Drafting	<p>To think of, say and write a simple sentence, sometimes using a capital letter and full stop.</p>	<p>Sequence sentences to form short narratives.</p>	<p>Write down ideas and/or key words, including new vocabulary.</p> <p>Encapsulate what they want to say, sentence by sentence</p>	<p>Organise paragraphs around a theme.</p> <p>In narratives, create settings, characters and plot.</p> <p>in non-narrative material, use simple organisational devices (headings & subheadings)</p>	<p>Organise paragraphs around a theme.</p> <p>In narratives, create settings, characters and plot.</p> <p>In non-narrative material, use simple organisational devices (headings & subheadings)</p>	<p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p>	<p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action</p>

Leedstown Writing Skills Progression EYFS-Year 6

						<p>Précising longer passages use a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices to structure text and to guide the reader</p>	<p>Précising longer passages use a wide range of devices to build cohesion within and across paragraphs</p> <p>Use further organisational and presentational devices to structure text and to guide the reader</p>
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Leedstown Writing Skills Progression EYFS-Year 6

<p>Editing</p>	<p>To check written work by reading and make changes where necessary.</p>	<p>Re-read what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p>	<p>Evaluate their writing with the teacher and other pupils</p> <p>Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Proofread to check for errors in spelling, grammar and punctuation.</p>	<p>Assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Propose changes to grammar and in sentences.</p> <p>Proofread for spelling and punctuation errors.</p>	<p>Assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Propose changes to grammar.</p> <p>Accurate use of pronouns in sentences.</p> <p>Proofread for spelling and punctuation errors.</p>	<p>Assess the effectiveness of their own and others' writing.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Proofread for spelling and punctuation errors</p>	<p>Assess the effectiveness of their own and others' writing.</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Proofread for spelling and punctuation errors</p>
<p>Presenting Writing to others</p>	<p>In discussion with a known adult, give meaning to their own mark making and written work.</p>	<p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>Perform their own compositions to wider audiences, using appropriate intonation, volume and movement so that meaning is clear.</p> <p>Evaluate and reflect on their own performance and consider any areas for their own personal development.</p>

Leedstown Writing Skills Progression EYFS-Year 6

<p>Phonic and Whole word Spelling</p>	<p>Listen to and hear the sounds in CVC, CVCC and CCVC words. (LIT)</p> <p>Recall &/identify the taught GPCs (the letters that represent the sounds) (including some digraphs) on a grapheme mat and use this when writing. (LIT)</p> <p>Spell some taught common exception/high frequency and familiar words. (LIT)</p>	<p>Spell words containing each of the 40+ phonemes taught.</p> <p>Spell common exception words.</p> <p>Spell the days of the week.</p> <p>Name the letters of the alphabet in order.</p> <p>Use letter names to distinguish between alternative spellings of the same sound.</p> <p>Spell words with simple phoneme/grapheme correspondence accurately e.g. cat, dog, red.</p> <p>Make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations.</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</p> <p>Learn 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.</p> <p>Learn to spell common exception words.</p> <p>Distinguish between homophones and near-homophones.</p>	<p>Spell further homophones spell words that are often misspelt (Appendix 1) NC</p>	<p>Spell further homophones spell words that are often misspelt (Appendix 1) NC</p>	<p>Spell some words with 'silent' letters.</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 of the NC.</p>	<p>Spell some words with 'silent' letters.</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 of the NC.</p>
<p>Other Word Building Spelling</p>	<p>Other word building spelling-use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>Use the prefix un- use -ing, -ed, -er and -est where no change is</p>	<p>Other word building spelling-use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>Use the prefix un- use -ing, -ed, -er and -est where no change is</p>	<p>Learning the possessive apostrophe (singular).</p> <p>Learn to spell more words with contracted forms. add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.</p>	<p>Use further prefixes and suffixes and understand how to add them.</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</p>	<p>Use further prefixes and suffixes and understand how to add them.</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Use dictionaries to check the spelling and meaning of words.</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first 3 or 4 letters of a word to check</p>

Leedstown Writing Skills Progression EYFS-Year 6

		<p>needed in the spelling of root words.</p> <p>Apply simple spelling rules and guidance from Appendix 1 of the NC.</p>	<p>Show awareness of silent letters in spelling e.g., knight, write.</p> <p>Use -le ending as the most common spelling for this sound at the end of words.</p> <p>Apply spelling rules and guidelines from Appendix 1 of the NC</p>	<p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary.</p>	<p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary.</p>	<p>Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>spelling, meaning or both of these in a dictionary.</p>
Vocabulary	<p>Talk about and respond to stories (rhymes and songs) with actions, recalling key events and innovating (alternate aspect).</p> <p>Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail with correct tenses.</p>	<p>Leave spaces between words.</p> <p>Join words and joining clauses using "and".</p> <p>Use familiar adjectives to add detail e.g. red apple, bad wolf.</p>	<p>Use expanded noun phrases to describe and specify.</p> <p>Attempt some varied vocab and use some varied sentence openings e.g., time connectives.</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>	<p>Use a thesaurus.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p>	<p>Use a thesaurus.</p> <p>Use expanded noun phrases to convey complicated information concisely.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p>

Leedstown Writing Skills Progression EYFS-Year 6

<p>Grammar</p>	<p>To make writing exciting using wow words (adjectives).</p> <p>To begin to know sentences can be extended using a joining word (conjunction).</p>	<p>Use regular plural noun suffixes (-s, -es)</p> <p>Use verb suffixes where root word is unchanged (-ing, -ed, -er)</p> <p>Use the un- prefix to change meaning of adjectives/ adverbs.</p> <p>Combine words to make sentences, including using and sequence sentences to form short narratives.</p> <p>Separate of words with spaces use sentence demarcation (.! ?)</p> <p>Use capital letters for names and pronoun 'I'</p>	<p>Use coordination (using or, and, or but)</p> <p>Use commas in lists.</p> <p>Use sentences with different forms: statement, question, exclamation, command.</p> <p>Use subordination (using when, if, that, or because)</p> <p>Use apostrophes for omission & singular possession.</p> <p>Use the present and past tenses correctly and consistently including the progressive form.</p> <p>Use extended simple sentences e.g., including adverbs and adjectives to add interest.</p> <p>Use some features of written Standard English</p> <p>Learn how to use selected grammar for Year 2.</p> <p>Use and understand grammatical</p>	<p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Form nouns using prefixes.</p> <p>Use the correct form of 'a' or 'an'.</p> <p>Use word families based on common words (solve, solution, dissolve, insoluble)</p> <p>Use fronted adverbials.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>Use the present perfect form of verbs in contrast to the past tense.</p> <p>Form nouns using prefixes.</p> <p>use the correct form of 'a' or 'an'.</p> <p>Use word families based on common words (solve, solution, dissolve, insoluble)</p> <p>Use a wide range of fronted adverbials correctly punctuated.</p> <p>Use a wide range of conjunctions, adverbs and prepositions to express time and cause.</p> <p>Learn, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun convert nouns or adjectives into verbs.</p> <p>Use verb prefixes.</p> <p>Use devices to build cohesion, including adverbials of time, place and number.</p>	<p>Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Use passive verbs to affect the presentation of information in a sentence.</p> <p>Use the perfect form of verbs to mark relationships of time and cause.</p> <p>Understand and use differences in informal and formal language.</p> <p>Understand synonyms & antonyms.</p> <p>Use further cohesive devices such as grammatical connections and adverbials</p> <p>Use of ellipsis.</p>
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Leedstown Writing Skills Progression EYFS-Year 6

			terminology when discussing writing.				
Grammatical Terminology	letter capital letter word sentence full stop phoneme grapheme	singular plural sentence punctuation full stop question mark exclamation mark digraph/trigraph/split digraph ascenders descenders pre cursive	noun homophone noun phrase statement collective noun conjunction statement question exclamation command compound adjective verb suffix adverb tense (past, present) apostrophe comma cursive	adverb preposition 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
Punctuation	Think of, say and write a simple sentence, sometimes using a capital letter and full stop. (LIT)	Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.	Develop understanding by learning how to use familiar and new punctuation correctly: Full stops and capital letters and question marks use sentence demarcation CL . ? Exclamation marks and commas in a list. Apostrophes for contracted form and for possession.	Use commas after fronted adverbials. Indicate possession by using the possessive apostrophe with singular and plural nouns. Use and punctuate direct speech (including punctuation within and surrounding inverted commas).	Use commas after fronted adverbials. Indicate possession by using the possessive apostrophe with singular and plural nouns. Use and punctuate direct speech (including punctuation within and surrounding inverted commas).	Use commas to clarify meaning or avoid ambiguity in writing. Use brackets, dashes or commas to indicate parenthesis.	Use commas to clarify meaning or avoid ambiguity in writing. Use semicolons, colons or dashes to mark boundaries between independent clauses. Use a colon to introduce a list punctuating bullet points consistently.
Handwriting	Develop gross motor skills such as air writing, pattern-making and physical activities.	Sit correctly at a table, holding pencil comfortably and correctly.	Form lower case letters of the correct size relative to one another.	Use the cursive style taught throughout their writing in all subjects, demonstrating the diagonal and	Use the cursive style taught throughout their writing in all subjects, demonstrating the diagonal and	Write legibly, fluently and with increasing speed.	Write legibly, fluently and with increasing speed.

Leedstown Writing Skills Progression EYFS-Year 6

	<p>Develop fine motor skills such as mark making on paper, whiteboards and sensory trays.</p> <p>Form all lower case letters correctly in the printed form, starting and finishing in the correct place</p> <p>Sit correctly at a table.</p> <p>Hold a pencil correctly using the tripod grip.</p>	<p>Form lower case and capital letters correctly, starting and finishing in the correct place using precursive patterns where appropriate.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting 'family'.</p>	<p>Building on the precursive patterns taught, use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spaces between words that reflect the size of the letters.</p>	<p>horizontal strokes needed to join letters.</p> <p>Understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p>	<p>horizontal strokes needed to join letters.</p> <p>Increase the legibility, consistency and quality of their handwriting.</p>	<p>Choose which shape of a letter to use when given choices and deciding as part of their personal style, whether or not to join specific letters.</p>	<p>Choose which shape of a letter to use when given choices and deciding as part of their personal style, whether or not to join specific letters.</p> <p>Choose the writing implement that is best suited for a task.</p>
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