

English skills progression map – writing

Skills	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Word</b></p> <p>(Taught in phonics/spelling lessons)</p>		<p>Regular <b>plural noun suffixes</b> –s or –es (e.g. <i>dog, dogs; wish, wishes</i>), including the effects of these suffixes on the meaning of the noun</p> <p><b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the <b>prefix un–</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> (negation, e.g. <i>unkind</i>, or undoing, e.g. <i>untie the boat</i>)</p>	<p>Formation of <b>nouns</b> using <b>suffixes</b> such as –ness, –er and by compounding (e.g. <i>whiteboard, superman</i>)</p> <p>Formation of <b>adjectives</b> using <b>suffixes</b> such as –ful, –less (A fuller list of <b>suffixes</b> can be found in the year 2 spelling appendix.)</p> <p>Use of the <b>suffixes</b> –er, –est in <b>adjectives</b> and –ly to turn adjectives into <b>adverbs</b></p>	<p>Formation of <b>nouns</b> using a range of <b>prefixes</b>, such as <i>super–, anti–, auto–</i></p> <p>Use of the <b>forms a or an</b> according to whether the next <b>word</b> begins with a <b>consonant</b> or a <b>vowel</b> (e.g. <i>a rock, an open box</i>)</p> <p><b>Word families</b> based on common <b>words</b>, showing how words are related in form and meaning (e.g. <i>solve, solution, solver, dissolve, insoluble</i>)</p>	<p>The grammatical difference between <b>plural</b> and <b>possessive</b> –s</p> <p>Standard English forms for <b>verb inflections</b> instead of local spoken forms (e.g. <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>)</p>	<p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> (e.g. <i>–ate; –ise; –ify</i>)</p> <p><b>Verb prefixes</b> (e.g. <i>dis–, de–, mis–, over– and re–</i>)</p>	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. <i>find out – discover; ask for – request; go in – enter</i>)</p> <p>How words are related by meaning as synonyms and antonyms (e.g. <i>big, large, little</i>).</p>
<p><b>Sentence</b></p> <p>(Identify during reading at in Phase 1; practise at sentence- level in context at Phase 2; apply at Phase 3)</p>	<p>Write short sentences with known sound-letter correspondences. (LIT)</p> <p>Write simple phrases and sentences that can be read by others. (ELG LIT)</p>	<p>How words combine to make <b>sentences</b></p> <p>Joining <b>words</b> and joining <b>clauses</b> using <i>and</i></p>	<p><b>Subordination</b> (using <i>when, if, that, because</i>) and <b>co-ordination</b> (using <i>or, and, but</i>)</p> <p>Expanded <b>noun phrases</b> for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>)</p>	<p>Expressing time, place and cause using <b>conjunctions</b> (e.g. <i>when, before, after, while, so, because</i>), <b>adverbs</b> (e.g. <i>then, next, soon, therefore</i>), or <b>prepositions</b> (e.g. <i>before, after, during, in, because of</i>)</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p>	<p><b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using <b>adverbs</b> (e.g. <i>perhaps, surely</i>) or <b>modal verbs</b> (e.g. <i>could, might, would</i>)</p>	<p>Use of the <b>passive</b> to affect the presentation of information in a <b>sentence</b> (e.g. <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken [by me]</i>).</p> <p>The difference between structures typical of informal</p>

			<p><b>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</b></p>		<p><b>Fronted adverbials</b> (e.g. <i>Later that day, I heard the bad news.</i>)</p>	<p><i>might, should, will, must</i></p>	<p>speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. <i>He's your friend, isn't he?</i>, or the use of <b>subjunctive</b> forms such as <i>If I were</i> or <i>Were they to come</i> in some very formal writing and speech)</p>
<p><b>Text</b> (Identify during reading at in Phase 1; practise at sentence-level in context at Phase 2; apply within extended writing at Phase 3)</p>		<p>Sequencing <b>sentences</b> to form short narratives</p>	<p>Correct choice and consistent use of <b>present tense</b> and <b>past tense</b> throughout writing</p> <p>Use of the <b>progressive</b> form of <b>verbs</b> in the <b>present</b> and <b>past tense</b> to mark actions in progress (e.g. <i>she is drumming, he was shouting</i>)</p>	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the <b>present perfect</b> form of <b>verbs</b> instead of the simple past (e.g. <i>He has gone out to play contrasted with He went out to play</i>)</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid cohesion and avoid repetition</p>	<p>Devices to build <b>cohesion</b> within a paragraph (e.g. <i>then, after that, this, firstly</i>)</p> <p>Linking ideas across paragraphs using <b>adverbials</b> of time (e.g. <i>later</i>), place (e.g. <i>nearby</i>) and number (e.g. <i>secondly</i>)</p>	<p>Linking ideas across paragraphs using a wider range of <b>cohesive devices</b>: repetition of a <b>word</b> or phrase, grammatical connections (e.g. <i>the use of adverbials such as on the other hand, in contrast, or as a consequence</i>), and <b>ellipsis</b></p> <p>Layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</p>
<p><b>Punctuation</b> (Identify during reading at in Phase 1; practise</p>	<p>Write short sentences using a capital letter and full stop. (LIT)</p>	<p>Separation of <b>words</b> with spaces</p> <p>Introduction to capital letters, full stops, question</p>	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b></p>	<p>Introduction to inverted commas to <b>punctuate</b> direct speech</p>	<p>Use of inverted commas and other <b>punctuation</b> to indicate direct speech e.g. a comma after the reporting</p>	<p>Brackets, dashes or commas to indicate parenthesis</p>	<p>Use of the semi-colon, colon and dash to mark the boundary between independent <b>clauses</b></p>

<p>at sentence-level in context at Phase 2; apply within extended writing at Phase 3)</p>		<p>marks and exclamation marks to demarcate <b>sentences</b></p> <p>Capital letters for names and for the personal <b>pronoun</b> /</p>	<p>Commas to separate items in a list</p> <p><b>Apostrophes</b> to mark where letters are missing in spelling</p>		<p>clause; end punctuation within inverted commas <i>(e.g. The conductor shouted, "Sit down!")</i></p> <p><b>Apostrophes</b> to mark singular and <b>plural</b> possession <i>(e.g. the girl's name, the girls' names)</i></p> <p>Use of commas after <b>fronted adverbials</b></p>	<p>Use of commas to clarify meaning or avoid ambiguity</p>	<p><i>(e.g. It's raining; I'm fed up)</i></p> <p>Use of the colon to introduce a list</p> <p><b>Punctuation</b> of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity <i>(e.g. man eating shark versus man-eating shark, or recover versus re-cover)</i></p>
<p><b>Terminology</b>  (Annotate texts at Phase 1; add to Working Wall with examples in context)</p>	<p>Grapheme, digraph, trigraph, letter, sound, name, sentence, capital letter, full stop.</p>	<p>letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation</p>	<p>noun, noun phrase statement, question, exclamation, command, compound, adjective, verb, suffix tense (past, present) apostrophe, comma</p>	<p>adverb, preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter</p>	<p>determiner pronoun, possessive pronoun, adverbial</p>	<p>modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity</p>	<p>subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points</p>