



Knowledge and Skills – Progression Ladder

Subject: English (Writing)						
Years: 1-6						
EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Transcription Including Spelling</b></p> <ul style="list-style-type: none"> <li>To use their phonic knowledge to write words in ways which match their spoken sounds.</li> <li>To write some irregular common words.</li> </ul>	<ul style="list-style-type: none"> <li>Spell words containing each of the 40+ phonemes already taught.</li> <li>Spell common exception words.</li> <li>Spell the days of the week.</li> <li>Use the spelling rule to add –s or –es as the plural marker for nouns.</li> <li>Use the prefix - un .</li> <li>Use the suffixes –ing, -ed, -er and –est where there is no change to the spelling of the root word.</li> </ul>	<ul style="list-style-type: none"> <li>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</li> <li>Learn new ways of spelling phonemes for which one or more spellings are already known.</li> <li>Learn to spell a few common homophones.</li> <li>Learn to spell year appropriate common exception words.</li> <li>Learn to spell more words with contracted forms - learning the possessive apostrophe.</li> <li>Distinguish between homophones and near-homophones.</li> <li>Add suffixes to spell longer words, including – ment, –ness, –ful, –less, –ly</li> </ul>	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes understanding how to use them in accordance with English Appendix 1.</li> <li>Spell a range of homophones.</li> <li>Use the possessive apostrophe for regular and irregular plurals.</li> <li>Use the first two or three letters of a word to check spelling in a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes understanding how to use them in accordance with English Appendix 1.</li> <li>Spell a range of homophones.</li> <li>Use the possessive apostrophe for regular and irregular plurals.</li> <li>Use the first two or three letters of a word to check spelling in a dictionary.</li> </ul>	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes understanding how to use them in accordance with English Appendix 1.</li> <li>Spell some words with silent letters.</li> <li>Continue to distinguish between homophones and other words that are often confused.</li> <li>Understand that the spelling of some words needs to be learnt specifically.</li> <li>Use a dictionary to check the spelling and meaning of words.</li> <li>Use a thesaurus.</li> </ul>	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand the guidance for adding them.</li> <li>Spell some words with ‘silent’ letters.</li> <li>Continue to distinguish between homophones and other words which are often confused.</li> <li>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.</li> <li>Use dictionaries to check the spelling and meaning of words.</li> <li>Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary</li> <li>Use a thesaurus.</li> </ul>



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<b>Handwriting</b>	<ul style="list-style-type: none"> <li>• To give meaning to marks they make as they draw, write and paint.</li> <li>• To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to form lower case letters.</li> <li>• Form capital letters.</li> <li>• Form the digits 0-9.</li> </ul>	<ul style="list-style-type: none"> <li>• Form lower-case letters of the correct size relative to one another.</li> <li>• Start using some of the diagonal and horizontal strokes</li> <li>• needed to join letters and understand which letters, when</li> <li>• adjacent to one another, are best left unjoined.</li> <li>• Write capital letters and digits of the correct size, orientation</li> <li>• and relationship to one another and to lower case letters.</li> <li>• Use spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the horizontal and diagonal strokes needed to join letters and recognise which letters are best left unjoined when adjacent to one another.</li> <li>• Increase the legibility, consistency and quality of their handwriting.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the horizontal and diagonal strokes needed to join letters and recognise which letters are best left unjoined when adjacent to one another.</li> <li>• Increase the legibility, consistency and quality of their handwriting.</li> </ul>	<ul style="list-style-type: none"> <li>• Write legibly, fluently and with increasing speed.</li> <li>• Choose whether or not to join specific letters.</li> <li>• Choose the writing implement best suited for a task.</li> </ul>	<ul style="list-style-type: none"> <li>• Write legibly, fluently and with increasing speed.</li> <li>• Choose whether or not to join specific letters.</li> <li>• Choose the writing implement best suited for a task.</li> </ul>
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<p>Vocabulary, Grammar and Punctuation</p>	<ul style="list-style-type: none"> <li>• To answer “how” and “why” questions about their experiences and in response to stories or events.</li> <li>• To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</li> </ul>	<ul style="list-style-type: none"> <li>• Leave spaces between words.</li> <li>• Join words and simple clauses using ‘and’.</li> <li>• Begin to punctuate sentences using a capital letter, full stop, question mark or exclamation mark.</li> <li>• Use a capital letter for the names of people, places, days of the week and the personal pronoun ‘I’.</li> <li>• Learn to use the grammar for Year 1 in English Appendix 2 and be able to use grammatical terminology when discussing their writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</li> <li>• Construct sentences with different forms: statement, question, exclamation and commands.</li> <li>• Use expanded noun phrases to describe and specify.</li> <li>• Use the present and past tenses correctly and consistently including the progressive form.</li> <li>• Learn to use subordination when constructing longer sentences - using when, if, that, or because and co-ordination using or, and, or but.</li> <li>• Use some features of written Standard English.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a or an according to whether the next word begins with a consonant or a vowel.</li> <li>• Extend their sentence formation with use of more than one clause joined with a range of subordinating and coordinating conjunctions.</li> <li>• Use the present perfect form of verbs.</li> <li>• Use conjunctions, prepositions and adverbs to express time, place and cause.</li> <li>• Use paragraphs as a way to group related sentences.</li> <li>• Use headings and subheadings to aid clear presentation where necessary.</li> <li>• Use and punctuate direct speech.</li> <li>• Learn to use the grammar for Years 3 and 4 in English Appendix 2 and be able to use grammatical terminology when discussing their writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a or an according to whether the next word begins with a consonant or a vowel.</li> <li>• Extend their sentence formation with use of more than one clause joined with a range of subordinating and coordinating conjunctions.</li> <li>• Use the present perfect form of verbs.</li> <li>• Use conjunctions, prepositions and adverbs to express time, place and cause.</li> <li>• Use paragraphs as a way to group related sentences.</li> <li>• Use headings and subheadings to aid clear presentation where necessary.</li> <li>• Use and punctuate direct speech.</li> <li>• Learn to use the grammar for Years 3 and 4 in English Appendix 2 and be able to use grammatical terminology when discussing their writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the perfect form of verbs to mark relationships of time and cause.</li> <li>• Use expanded noun phrases to convey complicated information concisely.</li> <li>• Use modal verbs or adverbs to convey degrees of possibility.</li> <li>• Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.</li> <li>• Use commas to clarify meaning or avoid ambiguity.</li> <li>• Use brackets, dashes or commas to indicate parenthesis.</li> <li>• Learn to use the grammar for Year 5 in English Appendix 2 and be able to use grammatical terminology when discussing their writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</li> <li>• Uses passive verbs to affect the presentation of information in a sentence.</li> <li>• Use the perfect form of verbs to mark relationships of time and cause.</li> <li>• Use expanded noun phrases to convey complicated information concisely.</li> <li>• Use modal verbs or adverbs to indicate degrees of possibility.</li> <li>• Use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.</li> <li>• Use commas to clarify meaning or avoid ambiguity in writing.</li> <li>• Use hyphens to avoid ambiguity.</li> <li>• Use brackets, dashes or commas to indicate parenthesis.</li> </ul>
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			<ul style="list-style-type: none"><li>• Use and understand the grammatical terminology in English Appendix 2 when discussing their writing.</li></ul>				<ul style="list-style-type: none"><li>• Use semicolons, colons or dashes to mark boundaries between independent clauses.</li><li>• Use a colon to introduce a list.</li><li>• Punctuate bullet points consistently.</li><li>• Learn to use the grammar for Year 6 in English Appendix 2 and be able to use grammatical terminology when discussing their writing.</li></ul>
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<b>Composition</b>	<ul style="list-style-type: none"> <li>• To develop their own narratives and explanations by connecting ideas and events.</li> <li>• To write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</li> <li>• To express themselves effectively, showing awareness of listener's needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose a sentence orally before writing it.</li> <li>• Sequence sentences to form a short narrative.</li> <li>• Re-read what they have written to check that it makes sense.</li> <li>• Read aloud their writing clearly enough to be heard by their peers and their teacher.</li> <li>• Discuss what they have written with a variety of people.</li> </ul>	<ul style="list-style-type: none"> <li>• Write for different purposes.</li> <li>• Plan or say out loud what they are going to write about.</li> <li>• Write down ideas and/or key words, including new vocabulary.</li> <li>• Encapsulate what they want to say, sentence by sentence.</li> <li>• Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils.</li> <li>• 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.</li> <li>• Proof-read to check for errors in spelling, grammar and punctuation.</li> <li>• Read aloud what they have written with appropriate intonation to make their clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss writing similar to which they are planning to write (exemplars) in order to understand and learn from its structure, vocabulary and grammar.</li> <li>• Compose and rehearse sentences orally with an increasing range of sentence structures.</li> <li>• Accurately organise paragraphs around a theme.</li> <li>• Within narratives, create settings, characters and plot.</li> <li>• Within non-narratives, use simple organisational devices.</li> <li>• Assess the effectiveness of their own and others' writing suggesting improvements when necessary.</li> <li>• Effect changes to grammar and vocabulary to improve consistency.</li> <li>• Proof read effectively for spelling and punctuation errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss writing similar to which they are planning to write (exemplars) in order to understand and learn from its structure, vocabulary and grammar.</li> <li>• Compose and rehearse sentences orally with an increasing range of sentence structures.</li> <li>• Accurately organise paragraphs around a theme.</li> <li>• Within narratives, create settings, characters and plot.</li> <li>• Within non-narratives, use simple organisational devices.</li> <li>• Assess the effectiveness of their own and others' writing suggesting improvements when necessary.</li> <li>• Effect changes to grammar and vocabulary to improve consistency.</li> <li>• Proof read effectively for spelling and punctuation errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the audience for and purpose of their writing, selecting the appropriate forms and using similar writing as a model for their own.</li> <li>• When writing narratives, consider how authors have developed character and settings in what they have read, listened to or seen performed.</li> <li>• Select appropriate grammar and vocabulary understanding how such choices can change and enhance meaning.</li> <li>• In narratives, describe settings, characters and atmosphere integrating dialogue to convey character or advance the action.</li> <li>• Precise passages of writing.</li> <li>• Use a wide range of devices to build</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</li> <li>• Noting and developing initial ideas, drawing on reading and research where necessary.</li> <li>• In writing narratives, consider how authors have developed characters and settings in what they have read, listened to or seen performed.</li> <li>• Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</li> <li>• In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action.</li> <li>• Precise longer passages of writing.</li> <li>• Use a wide range of devices to build</li> </ul>
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				<ul style="list-style-type: none"> <li>• Read aloud what they have written with appropriate intonation being able to control the volume and tone so that the meaning is clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud what they have written with appropriate intonation being able to control the volume and tone so that the meaning is clear.</li> </ul>	<p>cohesion within and across paragraphs.</p> <ul style="list-style-type: none"> <li>• Assess the effectiveness of their own and others writing proposing changes where necessary to enhance the effect or clarify meaning.</li> <li>• Ensure the consistent and correct use of tense throughout a piece of writing.</li> <li>• Ensure subject/verb agreement when using singular or plural.</li> <li>• Distinguish between the language of speech and writing being able to choose the appropriate register.</li> <li>• Proof read carefully for spelling and punctuation errors.</li> <li>• Perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear.</li> </ul>	<p>cohesion within and across paragraphs.</p> <ul style="list-style-type: none"> <li>• Use further organisational and presentational devices to structure text and to guide the reader.</li> <li>• Assess the effectiveness of their own and others' writing</li> <li>• proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</li> <li>• Ensure the consistent and correct use of tense throughout a piece of writing.</li> <li>• Ensure correct subject and verb agreement when using singular and plural.</li> <li>• Distinguish between the language of speech and writing and choose the appropriate register.</li> <li>• Proof read carefully for spelling and punctuation errors.</li> <li>• Perform their own compositions using appropriate</li> </ul>
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St Joseph's Catholic Primary School



*St. Alban  
Catholic Schools' Partnership*

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								intonation, volume and movement so that the meaning is clear.
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