

Russell Hall Primary School

Russell Hall Writing Skills and Knowledge Progression



	Nursery	Reception Early Learning Goals	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Writing: Transcription Spelling*								
Phonics and Spelling Rules	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; write 'm' for mummy.	<p>Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>To know and recognise Phase 2 Graphemes (s,a,t,p, i,n,m,d, g,o,c,k, ck,e,u,r, h,b,f,l)</p>	<p>To know all letters of the alphabet and the sounds which they most commonly represent.</p> <p>To recognise consonant digraphs which have been taught and the sounds which they represent.</p> <p>To recognise vowel digraphs which have been taught and the sounds which they represent.</p> <p>To recognise words with</p>	<p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).</p>	<p>To spell words with the /eɪ/ sound spelt 'ei', 'eigh', or 'ey' (e.g. vein, weigh, eight, neighbour, they, obey).</p> <p>To spell words with the /ɪ/ sound spelt 'y' in a position other than at the end of words (e.g. mystery, gym).</p> <p>To spell words with a /k/ sound spelt with 'ch' (e.g.</p>	<p>To spell words with / shuhn/ endings spelt with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television).</p> <p>To spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission).</p> <p>To spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion).</p> <p>To spell words with a / shuhn/ sound spelt with</p>	<p>To spell words with endings that sound like / shuhs/ spelt with -cious (e.g. vicious, precious, conscious, delicious, malicious, suspicious).</p> <p>To spell words with endings that sound like / shuhs/ spelt with -tious or -ious (e.g. ambitious, cautious, fictitious, infectious, nutritious).</p> <p>To spell words with 'silent' letters (e.g. doubt, island, lamb, solemn, thistle, knight).</p> <p>To spell words containing the letter string 'ough'</p>	<p>To spell words ending in -able and -ably (e.g. adorable/adorably, applicable/applicably, considerable/considerably, tolerable/tolerably).</p> <p>To spell words ending in -ible and -ibly (e.g. possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly).</p> <p>To spell words with a long /e/ sound spelt 'ie' or 'ei' after 'c' (e.g. deceive, conceive,</p>

Russell Hall Primary School

Russell Hall Writing Skills and Knowledge Progression



<p>oral blending and segmenting through games and teacher led activities</p>	<p>To know and recognise Phase 2 Graphemes (ff,ll,ss,j, v,w,x,y, z,zz,qu,ch, sh,th,ng,nk)</p> <p>To know and recognise Phase 3 Graphemes (ai,ee,igh,oa, oo,oo,ar,or, ur,ow,oi,ear, air,er words with double letters: dd,mm,tt,bb, rr,gg,pp,ff</p> <p>Review Phase 3 Grapheme</p> <p>Teach Phase 4 (CVCC, CCVC, CCVCC, CCCVC, CCCVCC)</p>	<p>adjacent consonants.</p> <p>To accurately spell most words containing the 40+ previously taught phonemes and GPCs.</p> <p>To spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>To apply Y1 spelling rules and guidance *, which includes:</p> <ul style="list-style-type: none"> the sounds /f/, /l/, /s/, /z/ and /k/ spelt 'ff', 'll', 'ss', 'zz' and 'ck' and exceptions the /ŋ/ 	<p>To apply further Y2 spelling rules and guidance*, which includes:</p> <ul style="list-style-type: none"> the /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust); the /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw); the /r/ sound spelt 'wr' (e.g. write, written); the /l/ or /əl/ 	<p>scheme, chorus, chemist, echo, character).</p> <p>To spell words ending in the /g/ sound spelt 'gue' and the /k/ sound spelt 'que' (e.g. league, tongue, antique, unique).</p> <p>To spell words with a /sh/ sound spelt with 'ch' (e.g. chef, chalet, machine, brochure)</p> <p>To spell words with a short /u/ sound spelt</p>	<p>'cian' (if the root word ends in 'c' or 'cs', e.g. musician, electrician, magician, politician, mathematician).</p> <p>To spell words with the /s/ sound spelt with 'sc' (e.g. sound spelt with 'sc' e.g. science, scene, discipline, fascinate, crescent).</p>	<p>(e.g. ought, bought, thought, nought, brought, fought, rough, tough, enough, cough, though, although, dough, through, thorough, borough, plough, bough).</p>	<p>receive, perceive, ceiling) and exceptions (e.g. protein, caffeine, seize).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'cial' (e.g. official, special, artificial).</p> <p>To spell words with endings which sound like /shuhl/ after a vowel letter using 'tial' (e.g. partial, confidential, essential).</p>
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Russell Hall Primary School

Russell Hall Writing Skills and Knowledge Progression



		<p>Tricky words said,so,have,like, some,come,love, do,were,here, little,says,there, when,what,one, out,today</p> <p>Teach Phase 4 (CVCC, CCVC, CCVCC, CCCVC,CCCVCC)</p>	<p>sound spelt 'n' before 'k' (e.g. bank, think);</p> <ul style="list-style-type: none"> dividing words into syllables (e.g. rabbit, carrot); the /tʃ/ sound is usually spelt as 'ch' and excepti ons; the /v/ sound at the end of words where the letter 'e' usually needs to be added (e.g. have, live); adding 	<p>sound spelt -le (e.g. little, middle) or spelt - el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt - il (e.g. fossil, nostril);</p> <ul style="list-style-type: none"> the /aɪ/ sound spelt -y (e.g. cry, fly, July); adding - es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries); adding - ed, -ing, - er and - 	<p>with 'ou' (e.g. young, touch, double, trouble, country)</p> <p>To spell words ending with the /zher/ sound spelt with 'sure' (e.g. measure, treasure, pleasure, enclosure).</p> <p>To spell words ending with the /cher/ sound spelt with 'ture' (e.g. creature, furniture, picture, nature, adventure).</p>			
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Russell Hall Primary School

Russell Hall Writing Skills and Knowledge Progression



			<p>-s and -es to words (plural of nouns and the third person singular of verbs);</p> <ul style="list-style-type: none"> adding the endings -ing, -ed and -er to verbs where no change is needed to the root word (e.g. buzzer, jumping); adding -er and -est to adjectives where no change is 	<p>est to a root word ending in -y (e.g. skiing, replied) and exceptions to the rules;</p> <ul style="list-style-type: none"> adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before (including exceptions); adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter (including 				
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Russell Hall Primary School

Russell Hall Writing Skills and Knowledge Progression



			<p>needed to the root word (e.g. fresher, grandest);</p> <ul style="list-style-type: none"> spelling words ending with -y (e.g. funny, party, family); spelling new consonants 'ph' and 'wh' (e.g. dolphin, alphabet, wheel, while); using 'k' for the /k/ sound (e.g. sketch, kit, skin). 	<p>exceptions);</p> <ul style="list-style-type: none"> the /ɔ:/ sound (or) spelt 'a' before 'l' and 'll' (e.g. ball, always); the /ʌ/ sound spelt 'o' (e.g. other, mother, brother); the /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys); the /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, 				
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Russell Hall Primary School

Russell Hall Writing Skills and Knowledge Progression



			To read and write set 1, 2 and 3 RWI sounds on their own and in words	<p>squash)</p> <ul style="list-style-type: none"> the /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm); the /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards) <p>; the /z/ sound spelt 's' (e.g. television, usual).</p>				
Common Exception words		<p>Tricky words Is, I, the,</p> <p>Tricky words as, and, has, his, her, go, no, to ,into, she, he, of, we, me, be</p> <p>Tricky words was,you,they,my , by,all,are,sure,p ure</p>	<p>To spell all Y1 common exception words correctly. *</p> <p>To spell days of the week correctly.</p>	To spell most Y1 and Y2 common exception words correctly.*	To spell many of the Y3 and Y4 statutory spelling words correctly.*	To spell all of the Y3 and Y4 statutory spelling words correctly.*	To spell many of the Y5 and Y6 statutory spelling words correctly.*	To spell all of the Y5 and Y6 statutory spelling words correctly.*

Russell Hall Primary School

Russell Hall Writing Skills and Knowledge Progression



<p>Prefixes and Suffixes</p>		<p>Word endings – s, es, ing, ed, id,</p> <p>words with s/z added at the end</p> <p>To write some irregular common exception words</p>	<p>To use -s and -es to form regular plurals correctly.</p> <p>To use the prefix 'un-' accurately.</p> <p>To successfully add the suffixes –ing, –ed and –er to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).</p>	<p>To add suffixes to spell most words correctly in their writing, e.g. –ment, -ness, -ful, -less, -ly</p>	<p>Formation of nouns using a range of prefixes e.g; super-, anti-, auto.</p>		<p>To convert nouns or adjectives into verbs using the suffix -ate (e.g. activate, motivate communicate).</p> <p>To convert nouns or adjectives into verbs using the suffix -ise (e.g. criticise, advertise, capitalise).</p> <p>To convert nouns or adjectives into verbs using the suffix -ify (e.g. signify, falsify, glorify).</p> <p>Verb prefixes (dis-, de-, mis-, over- and re-).</p>	<p>To use their knowledge of adjectives ending in -ant to spell nouns ending in -ance/-ancy (e.g. observant, observance, expectant, hesitant, hesitancy, tolerant, tolerance, substance).</p> <p>To use their knowledge of adjectives ending in -ent to spell nouns ending in -ence/-ency (e.g. innocent, innocence, decent, decency, frequent, confident, confidence, obedient, obedience, independent).</p> <p>To spell words by adding suffixes beginning with</p>
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Russell Hall Primary School

Russell Hall Writing Skills and Knowledge Progression



								vowel letters to words ending in -fer (e.g. referring, referred, referral, preferring, preferred, transferring, transferred, reference, referee, preference, transference).
Further Spelling Conventions	<ul style="list-style-type: none"> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. 	<p>To spell simple compound words (e.g. dustbin, football).</p> <p>To read words that they have spelt.</p> <p>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes</p>	<p>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>To learn the possessive singular apostrophe (e.g. the girl's book).</p> <p>To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>To segment</p>	<p>To spell some more complex homophones and near-homophones, including here/hear, brake/break and mail/male.</p> <p>To use the first two or three letters of a word to check its spelling in a dictionary.</p>	<p>To spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's).</p> <p>To use their spelling knowledge to use a dictionary more</p>	<p>To spell complex homophones and near-homophones, including who's/whose and stationary/stationery.</p> <p>To use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>To spell homophones and near homophones that include nouns that end in -ce/-cy and verbs that end in -se/-sy (e.g. practice/practise, licence/license, advice/advise).</p> <p>To spell words that contain hyphens (e.g. co-ordinate, re-enter, co-operate, co-own).</p> <p>To use a knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt</p>	

Russell Hall Primary School

Russell Hall Writing Skills and Knowledge Progression



				spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single-syllable and multi-syllabic words. To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).		efficiently. Grammatical difference between plurals and possessive -s.		specifically. To use dictionaries and thesauruses to check the spelling and meaning of words and confidently find synonyms and antonyms.
Writing transcription: Handwriting								
Letter formation, placement and	Use large-muscle movements to wave flags and streamers, paint and make	small motor skills so that they can use a range of tools competently, safely and confidently.	To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.	To write capital letters and digits of the correct size, orientation and relationship to one another and to lower	To use a neat, joined handwriting style with increasing accuracy and speed.	To increase the legibility, consistency and quality of their handwriting [e.g by	To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down	To write legibly, fluently and with increasing speed by: -choosing which shape of a letter to use when given

Russell Hall Primary School

Russell Hall Writing Skills and Knowledge Progression



<p>positioning</p>	<p>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. Shows a preference for a dominant hand. Write some letters accurately. Develop their</p>	<p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop the foundations of a handwriting style which is fast, accurate and efficient. Form lower case and capital letters correctly. Form letters from their name correctly. Recognise that after a word there is a space.</p>	<p>To sit correctly at a table, holding a pencil comfortably and correctly. To form digits 0-9. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>case letters. To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters.</p>		<p>ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>what they want to say. To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.</p>	<p>choices and deciding whether or not to join specific letters; - choosing the writing implement that is best suited for a task.</p>
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Russell Hall Primary School

Russell Hall Writing Skills and Knowledge Progression



		<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Write recognisable letters, most of which are correctly formed.</p>						
Writing: composition								
<p>Planning, writing and editing</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some</p>	<p>Learn new vocabulary.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Explain how</p>	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p>	<p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events.</p> <p>To write simple poetry.</p> <p>To plan what they are going to write about, including writing down ideas</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing.</p> <p>To proofread their own and others' work to check for errors (with increasing accuracy)</p>	<p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently</p>	<p>To plan their writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>To consider, when planning narratives, how authors have developed characters and</p>	<p>To note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>To use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>To use a wide range of devices to</p>

Russell Hall Primary School

Russell Hall Writing Skills and Knowledge Progression



	<p>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; write 'm' for mummy. Write some or all of their name. Write some letters accurately.</p> <p>Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</p>	<p>things work and why they might happen.</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>Re-read what they have written to check it makes sense.</p> <p>Develop storylines in</p>	<p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>To use adjectives to describe.</p>	<p>and/or key words and new vocabulary.</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>	<p>and to make improvements.</p> <p>To begin to organise their writing into paragraphs around a theme.</p> <p>To use heading and sub-headings to aid presentation.</p> <p>To compose and rehearse sentences orally (including dialogue).</p>	<p>organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/pronouns for cohesion</p>	<p>settings in what pupils have read, listened to or seen performed.</p> <p>To proofread work to précis longer passages by removing unnecessary repetition or irrelevant details.</p> <p>To consistently link ideas across and within paragraphs.</p> <p>To proofread their work to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p>	<p>build cohesion within and across paragraphs.</p> <p>To habitually proofread for spelling and punctuation errors.</p> <p>To propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>To recognise how words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p> <p>Expanded noun phrases to convey complicated information concisely.</p> <p>Perfect forms of verbs to mark the relationship of time and cause.</p>
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Russell Hall Primary School

Russell Hall Writing Skills and Knowledge Progression



		<p>their pretend play.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Invent, adapt and recount narratives and stories with peers and teachers.</p>						
<p>Awareness of Audience, Purpose and Structure</p>	<p>Use a wider range of vocabulary.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Use new vocabulary in different</p>	<p>To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To start to engage readers by using adjectives to describe.</p>	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>To demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>To begin to use the</p>	<p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>To write a range of narratives that are well-structured and well-paced.</p> <p>To create detailed settings, characters and plot in narratives to</p>	<p>To consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>To describe settings, characters and atmosphere with carefully-chosen vocabulary to enhance mood, clarify meaning and create pace.</p>	<p>To write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (including literary language, characterisation, structure, etc.).</p> <p>To distinguish between the language of speech and writing and to choose the appropriate level of formality.</p>

Russell Hall Primary School

Russell Hall Writing Skills and Knowledge Progression



	<p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>contexts.</p> <p>Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and</p>			<p>structure of a wider range of text types (including the use of simple layout devices in non-fiction).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To begin to create settings, characters and plot in narratives.</p>	<p>engage the reader and to add atmosphere.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p>To regularly use dialogue to convey a character and to advance the action.</p> <p>To perform their own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>To select vocabulary and grammatical structures that reflect what the writing requires (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p>
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Russell Hall Primary School

Russell Hall Writing Skills and Knowledge Progression



		making use of conjunctions, with modelling and support from their teacher.						
Writing: Vocabulary, Grammar and Punctuation								
Sentence Construction and Tense	<p>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'.</p> <p>Use longer sentences of four to six words</p>	<p>Use new vocabulary throughout the day.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	To use simple sentence structures.	<p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>To use some features of written Standard English.</p>	<p>To try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement.</p> <p>To use 'a' or 'an' correctly throughout a piece of writing.</p>	<p>To always maintain an accurate tense throughout a piece of writing.</p> <p>To always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'.</p> <p>Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition.</p>	<p>To use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc.</p> <p>To ensure the consistent and correct use of tense throughout all pieces of writing.</p>	<p>To ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.</p>

Russell Hall Primary School

Russell Hall Writing Skills and Knowledge Progression



		<p>Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p>						
Use of Phrases and Clauses		<p>Use longer sentences of four to six words.</p> <p>Articulate their ideas and thoughts in well-formed</p>	<p>To use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>To begin to form simple compound sentences.</p>	<p>To use co-ordination (or/and/but).</p> <p>To use some subordination (when, if, that, because).</p>	<p>To use a range of conjunctions , adverbs and prepositions to show time, place and cause.</p>	<p>To expand noun phrases with the addition of ambitious modifying adjectives and prepositional</p>	<p>To use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g.</p>	<p>To use the subjunctive form in formal writing.</p> <p>To use the perfect form of verbs to mark relationships of time and cause.</p>

Russell Hall Primary School

Russell Hall Writing Skills and Knowledge Progression



		<p>sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p>		<p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>		<p>phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>To consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.</p> <p>Fronted adverbials</p>	<p>later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>To use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scriffle, who was a famous inventor, had made a new discovery.</p> <p>Linking ideas across paragraphs using adverbials of time, place and number.</p>	<p>To use the passive voice.</p> <p>To use question tags in informal writing.</p>
Punctuation		<p>Full stop</p> <p>Finger Spaces</p> <p>Capital letter to start a sentence.</p>	<p>To use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p>	<p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <p>- capital letters, full stops, question marks</p>	<p>To use the full range of punctuation from previous year groups.</p> <p>To punctuate direct speech</p>	<p>To use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the</p>	<p>To use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>To use brackets, dashes or commas to indicate parenthesis.</p>	<p>To use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi- colons, dashes, colons, hyphens, and, when necessary,</p>

Russell Hall Primary School

Russell Hall Writing Skills and Knowledge Progression



			To begin to use question marks and exclamation marks.	and exclamation marks; - commas to separate lists; - apostrophes to mark singular possession and contractions.	accurately, including the use of inverted commas. Embed apostrophes to mark contracted forms in spelling (embed from Yr 2)	inverted commas. To consistently use apostrophes for singular and plural possession. Commas after fronted adverbials.		to use such punctuation precisely to enhance meaning and avoid ambiguity.
Use of Terminology			To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.	To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.	To recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter, vowel, vowel letter and inverted commas (or speech marks).	To recognise and use the terms determiner, pronoun, possessive pronoun and adverbial.	To recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.	To recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points.

**These are detailed in the word lists within the spelling appendix to the national curriculum (English appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.*