



Grazeley Primary School Writing Knowledge and Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Whole Word Spelling	<ul style="list-style-type: none"> • Spell words by identifying sounds in them and representing the sounds with a letter or letters; 	<ul style="list-style-type: none"> • Words containing each of the 40+ phonemes taught 	<ul style="list-style-type: none"> • Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. 	<ul style="list-style-type: none"> • Spell further homophones (break/brake, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meet/meat, peace/piece, plain/plane) 	<ul style="list-style-type: none"> • Spell further homophones (accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's) 	<ul style="list-style-type: none"> • Spell some words with 'silent' letters 	<ul style="list-style-type: none"> • Spell some words with 'silent' letter
		<ul style="list-style-type: none"> • Common exception words 	<ul style="list-style-type: none"> • Learning 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 	<ul style="list-style-type: none"> • Spell words that are often misspelt (English 2014 Appendix 1) 	<ul style="list-style-type: none"> • Spell words that are often misspelt (English 2014 Appendix 1) 	<ul style="list-style-type: none"> • continue to distinguish between homophones and other words which are often confused 	<ul style="list-style-type: none"> • continue to distinguish between homophones and other words which are often confused
		<ul style="list-style-type: none"> • The days of the week 	<ul style="list-style-type: none"> • Learning to spell common exception words 	<ul style="list-style-type: none"> • Learn new spelling graphemes (Endings sounding like zh and ch eg. treasure, measure, picture, nature; sound like zhun eg. Division, decision; k spelt ch eg. School, scheme, echo; sh 	<ul style="list-style-type: none"> • Learn new spelling graphemes (shun endings spelt -tion -sion -ssion -cian eg. Invention, discussion, tension, magician; endings g spelt gue and k spelt que eg. Rogue, tongue, 	<ul style="list-style-type: none"> • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically 	<ul style="list-style-type: none"> • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically
		<ul style="list-style-type: none"> • Name the letters of the alphabet in order 	<ul style="list-style-type: none"> • Distinguishing between 			<ul style="list-style-type: none"> • Learn new spelling graphemes 	

		<ul style="list-style-type: none"> Using letter names to distinguish between alternative spellings of the same sound 	homophones and near homophones	words spelt ch eg. Chef, machine; u spelt ou eg. Young touch double; ay spelt ei eg. Eight, they;	antique, unique; s spelt sc eg. Science, scene	(shush spelt –cious or –tious eg. Vicious, delicious, ambitious, cautious; shil spelt cial or tial eg. Official, partial; word endings –ant –ance/ancy –ent, -ent/-ency eg. Transparent/transparency, tolerant/tolerance; words ending in –able/ably & -ible/ibly e. adorable, possible, adorably possibly; letter string ough eg bough, bought, rough, through	
Prefixes and suffixes and other spelling strategies	<ul style="list-style-type: none"> Spell words by identifying sounds in them and representing the sounds with a letter or letters; 	<ul style="list-style-type: none"> Using the spelling rule for adding – s or –es as the plural marker for nouns and the third person singular marker for verbs. 	<ul style="list-style-type: none"> Learning the possessive apostrophe (singular). 	<ul style="list-style-type: none"> Use further prefixes (un- dis- mis- re- pre-) and suffixes (-ly and understand how to add them. 	<ul style="list-style-type: none"> Use further prefixes (in- im- il- i-r- sub- inter- super- anti- auto-) and suffixes (-ation, -ous) and understand how to add them. 	<ul style="list-style-type: none"> Use further prefixes and suffixes and understand the guidance for adding them. 	<ul style="list-style-type: none"> Use further prefixes and suffixes (Add suffixes to vowel letters ending in –ere g. referring, preference, preferred, and understand the guidance for adding them.
		<ul style="list-style-type: none"> Using the prefix un– to change meaning of adjectives/adverbs 	<ul style="list-style-type: none"> Learning to spell more words with contracted forms. 	<ul style="list-style-type: none"> Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. 	<ul style="list-style-type: none"> Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals. 	<ul style="list-style-type: none"> Use dictionaries to check the spelling and meaning of words. 	<ul style="list-style-type: none"> Use dictionaries to check the spelling and meaning of words.

		<ul style="list-style-type: none"> Using –ing, –ed, –er and –est where no change is needed in the spelling of root words. 	<ul style="list-style-type: none"> Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly. 	<ul style="list-style-type: none"> Use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> Use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary 	<ul style="list-style-type: none"> Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
		<ul style="list-style-type: none"> Apply simple spelling rules. 	<ul style="list-style-type: none"> Apply spelling rules. 				
Punctuation	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' 	<ul style="list-style-type: none"> Learning 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) 	<ul style="list-style-type: none"> Using and punctuating direct speech (i.e. Inverted commas) 	<ul style="list-style-type: none"> Using commas after fronted adverbials indicating possession by using the possessive apostrophe with singular and plural nouns. Using and punctuating direct speech (including punctuation within and surrounding inverted commas) 	<ul style="list-style-type: none"> Using commas to clarify meaning or avoid ambiguity in writing Using brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> Using hyphens to avoid ambiguity. Using semicolons, colons or dashes to mark boundaries between independent clauses. Using a colon to introduce a list. punctuating bullet points consistently
Grammar	<ul style="list-style-type: none"> Express their ideas and feelings about their experiences using full sentences, including use of past, present and future 	<ul style="list-style-type: none"> To combine words to make sentences, including using 'and' 	<ul style="list-style-type: none"> To combine words to make sentences, including using 'and' but, so 	<ul style="list-style-type: none"> Using the present perfect form of verbs in contrast to the past tense. 	<ul style="list-style-type: none"> Using fronted adverbials. 	<ul style="list-style-type: none"> Using the perfect form of verbs to mark relationships of time and cause 	<ul style="list-style-type: none"> Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms using passive verbs to affect the presentation of

<p>tenses and making use of conjunctions, with modelling and support from their teacher.</p>						information in a sentence.
	<ul style="list-style-type: none"> • Demarcation (. ! ?) capital letters for names and pronoun 'I') 	<ul style="list-style-type: none"> • Demarcation (. ! ?) capital letters for names and pronoun 'I') 	<ul style="list-style-type: none"> • Form nouns using prefixes (super-, anti-). 	<ul style="list-style-type: none"> • Difference between plural and possessive –s 	<ul style="list-style-type: none"> • Using relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun. 	<ul style="list-style-type: none"> • Using the perfect form of verbs to mark relationships of time and cause.
	<ul style="list-style-type: none"> • Joining words and joining clauses using "and" 	<ul style="list-style-type: none"> • Using expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> • Use the correct form of 'a' or 'an'. 	<ul style="list-style-type: none"> • Use standard English verb inflections (I did vs I done). 	<ul style="list-style-type: none"> • Converting nouns or adjectives into verbs/ verb prefixes. 	<ul style="list-style-type: none"> • Differences in informal and formal language synonyms & Antonyms.
			<ul style="list-style-type: none"> • Understand word families based on common words (solve, solution, dissolve, insoluble) 	<ul style="list-style-type: none"> • Use appropriate choice of pronoun or noun to create cohesion 	<ul style="list-style-type: none"> • Using devices to build cohesion, including adverbials of time, place and number 	<ul style="list-style-type: none"> • Use further cohesive devices such as grammatical connections and adverbials.
			<ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. 	<ul style="list-style-type: none"> • Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. 	<ul style="list-style-type: none"> • Use a thesaurus to enrich vocabulary choices. 	<ul style="list-style-type: none"> • Use of ellipsis
			<ul style="list-style-type: none"> • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. 	<ul style="list-style-type: none"> • Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> • Use expanded noun phrases to convey complicated information concisely. 	<ul style="list-style-type: none"> • Use a thesaurus to enrich vocabulary choices.
			<ul style="list-style-type: none"> • Use extended noun phrases. 	<ul style="list-style-type: none"> • Use extended noun phrases, 	<ul style="list-style-type: none"> • Using modal verbs or adverbs to 	<ul style="list-style-type: none"> • Use expanded noun phrases to convey

				<ul style="list-style-type: none"> • Understand clause and subordinate clause. 	including with prepositions	indicate degrees of possibility	<p>complicated information concisely.</p> <ul style="list-style-type: none"> • Using modal verbs or adverbs to indicate degrees of possibility.
Grammar Terminology	<ul style="list-style-type: none"> • letter, word, sentence 	<ul style="list-style-type: none"> • Letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark 	<ul style="list-style-type: none"> • Noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma 	<ul style="list-style-type: none"> • Adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks') 	<ul style="list-style-type: none"> • Determiner, pronoun, possessive pronoun, adverbial 	<ul style="list-style-type: none"> • Modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity 	<ul style="list-style-type: none"> • Subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points
Transcription	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed 	<ul style="list-style-type: none"> • Write simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<ul style="list-style-type: none"> • Write simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	<ul style="list-style-type: none"> • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 		
Handwriting / presentation	<ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed 	<ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place. 	<ul style="list-style-type: none"> • Form lower-case letters of the correct size relative to one another. 	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined 	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. 	<ul style="list-style-type: none"> • Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. 	<ul style="list-style-type: none"> • Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.

		<ul style="list-style-type: none"> • Leaving spaces between words. 	<ul style="list-style-type: none"> • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un joined write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> • Increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> • Increase the legibility, consistency and quality of their handwriting 	<ul style="list-style-type: none"> • Choosing the writing implement that is best suited for a task 	<ul style="list-style-type: none"> • Choosing the writing implement that is best suited for a task
		<ul style="list-style-type: none"> • Form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' and to practise these 					