



'Inspiring Minds Together'

Writing - Skills Progression

Writing Intent

The teaching of English at The Cambridge Primary School is designed to instil a love of spoken language, reading and **writing** that will last children a lifetime. It is viewed as a fundamental part of the holistic development of the child, fostering positive behaviours and attitudes toward learning whilst developing our key learning characteristics of being brave, innovative, collaborative and taking ownership. Giving pupils the key skills in English, enables them to access material in all curriculum areas, and provides a foundation for their learning throughout their school career and beyond. To achieve this, we are focused on making English interesting and exciting by engaging the pupils with the joy and wonder of books and capturing their imagination both inside and outside of school.

When leaving the Cambridge, we aim for children:

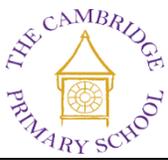
- To be confident to adapt language and style to write different text types for a range of purposes whilst showing an awareness of the audience.
- To write fluently with a high standard of grammar and spelling.

Skill/Aspect	Reception 30 – 50 months 40 – 60 months Early Learning Goal Early Learning Goal+	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic & Whole word spelling children should:	<ul style="list-style-type: none"> • Hear and say the initial sound in words. • Segment the sounds in simple words and blend them together. • Link sounds to letters, naming and sounding the letters of the alphabet. • Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. <p>Use their phonic knowledge to write words in ways which</p>	<ul style="list-style-type: none"> • spell words containing each of the 40+ phonemes taught • spell common exception words • spell the days of the week • name the letters of the alphabet in order • use letter names to distinguish between alternative spellings of the same sound 	<ul style="list-style-type: none"> • segment spoken words into phonemes and represent these by graphemes, spelling many correctly • 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 • learn to spell common exception words • distinguish between 	<ul style="list-style-type: none"> • spell further homophones • spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> • spell further homophones • spell words that are often misspelt (Appendix 1) 	<ul style="list-style-type: none"> • spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused • 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 	<ul style="list-style-type: none"> • spell some words with 'silent' letters • continue to distinguish between homophones and other words which are often confused • 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



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	<p>match their spoken sounds. Spell some words correctly and others are phonetically plausible Write some irregular common words. Spell phonically regular words of more than one syllable as well as many irregular but high frequency words.</p>		homophones and near-homophones				
Other word building spelling children should:		<ul style="list-style-type: none"> • use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • use the prefix un– • use –ing, –ed, –er and –est where no change is needed in the spelling of root words • apply simple spelling rules and guidance from Appendix 1 	<ul style="list-style-type: none"> • learning the possessive apostrophe (singular) • learn to spell more words with contracted forms • add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly • apply spelling rules and guidelines from Appendix 1 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them • place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals • use the first 2 or 3 letters of a word to check its spelling in a dictionary 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and meaning of words • 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 further prefixes and suffixes and understand the guidance for adding them • use dictionaries to check the spelling and meaning of words • use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary
Transcription children should:		<ul style="list-style-type: none"> • write from memory 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 from memory 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 children should:	<p>Physical Development Draw lines and circles using gross motor movements. •Hold pencil between thumb and two fingers,</p>	<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, 	<ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes 	<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 	<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 	<ul style="list-style-type: none"> • choose which shape of a letter to use when given choices and deciding whether or not to join specific letters • choose the writing 	<ul style="list-style-type: none"> • choose which shape of a letter to use when given choices and deciding whether or not to join specific letters • choose the writing



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	<p>no longer using whole-hand grasp.</p> <ul style="list-style-type: none"> • Hold pencil near point between first two fingers and thumb and use it with good control. • Copy some letters, e.g. letters from their name. • Show a preference for a dominant hand. • Begin to use anticlockwise movement and retrace vertical lines. • Begin to form recognisable letters. • Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed. <p>Show good control and co-ordination in large and small movements. Handle equipment and tools effectively, including pencils for writing</p>	<p>starting and finishing in the right place</p> <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 	<p>needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <ul style="list-style-type: none"> • 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. 	<p>unjoined</p> <ul style="list-style-type: none"> • increase the legibility, consistency and quality of their handwriting 	<p>unjoined</p> <ul style="list-style-type: none"> • increase the legibility, consistency and quality of their handwriting 	<p>implement that is best suited for a task</p>	<p>implement that is best suited for a task</p>
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<p>Contexts for Writing children should:</p>	<ul style="list-style-type: none"> • Sometimes give meaning to marks as they draw and paint. • Ascribe meanings to marks that they see in different places. • Gives meaning to marks they make as they draw, write and paint. • Write own name and other things such as labels, captions. • Attempt to write short sentences in meaningful contexts. Write simple sentences, which can be read by themselves and others. • Use key features of narrative in their own writing. 		<ul style="list-style-type: none"> • write narratives about personal experiences and those of others (real and fictional) • write about real events • write poetry • write for different purposes 	<ul style="list-style-type: none"> • discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> • discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar 	<ul style="list-style-type: none"> • identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed 	<ul style="list-style-type: none"> • identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • in writing narratives, consider how authors have developed characters and settings in what pupils have read, listened to or seen performed
<p>Planning Writing children should:</p>	<ul style="list-style-type: none"> • Begins to break the flow of speech into words. 	<ul style="list-style-type: none"> • say out loud what they are going to write about • compose a sentence orally before writing it 	<ul style="list-style-type: none"> • plan or say out loud what they are going to write about 	<ul style="list-style-type: none"> • discuss and record ideas • compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> • discuss and record ideas • compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	<ul style="list-style-type: none"> • note and develop initial ideas, drawing on reading and research where necessary 	<ul style="list-style-type: none"> • note and develop initial ideas, drawing on reading and research where necessary
<p>Drafting Writing children should:</p>		<ul style="list-style-type: none"> • sequence sentences to form short narratives • re-read what they have written to check that it makes sense 	<ul style="list-style-type: none"> • write down ideas and/or key words, including new vocabulary • encapsulate what they want to say, sentence by sentence 	<ul style="list-style-type: none"> • organise paragraphs around a theme • in narratives, create settings, characters and plot • in non-narrative material, use simple organisational devices 	<ul style="list-style-type: none"> • organise paragraphs around a theme • in narratives, create settings, characters and plot • in non-narrative material, use simple organisational devices 	<ul style="list-style-type: none"> • select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, 	<ul style="list-style-type: none"> • select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives,



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				(headings & subheadings)		describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action <ul style="list-style-type: none"> • précising longer passages • use a wide range of devices to build cohesion within and across paragraphs • use further organisational and presentational devices to structure text and to guide the reader 	describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action <ul style="list-style-type: none"> • précising longer passages • use a wide range of devices to build cohesion within and across paragraphs • use further organisational and presentational devices to structure text and to guide the reader
Editing Writing children should:		<ul style="list-style-type: none"> • discuss what they have written with the teacher or other pupils 	<ul style="list-style-type: none"> • evaluate their writing with the teacher and other pupils • 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 • proofread to check for errors in spelling, grammar and punctuation 	<ul style="list-style-type: none"> • assess the effectiveness of their own and others' writing and suggest improvements • propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • assess the effectiveness of their own and others' writing and suggest improvements • propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • assess the effectiveness of their own and others' writing • propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensure the consistent and correct use of tense throughout a piece of writing • ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors 	<ul style="list-style-type: none"> • assess the effectiveness of their own and others' writing • propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensure the consistent and correct use of tense throughout a piece of writing • ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register • proofread for spelling and punctuation errors



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<p>Performing Writing children should:</p>		<ul style="list-style-type: none"> • read their writing aloud clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> • read aloud what they have written with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • read their own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<ul style="list-style-type: none"> • perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
<p>Vocabulary children should:</p>		<ul style="list-style-type: none"> • leave spaces between words • join words and joining clauses using "and" 	<ul style="list-style-type: none"> • use expanded noun phrases to describe and specify 	<ul style="list-style-type: none"> • extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> • extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> • use a thesaurus • use expanded noun phrases to convey complicated information concisely • use modal verbs or adverbs to indicate degrees of possibility 	<ul style="list-style-type: none"> • use a thesaurus • use expanded noun phrases to convey complicated information concisely • use modal verbs or adverbs to indicate degrees of possibility
<p>Grammar children should:</p>		<ul style="list-style-type: none"> • use regular plural noun suffixes (-s, -es) • use verb suffixes where root word is unchanged (-ing, -ed, -er) • use the un- prefix to change meaning of adjectives/adverbs • combine words to make sentences, including using and • sequence sentences to form short narratives • separate of words with spaces • use sentence demarcation (. ! ?) • use capital letters for names and pronoun 'I') 	<ul style="list-style-type: none"> • use sentences with different forms: statement, question, exclamation, command • use the present and past tenses correctly and consistently including the progressive form • use subordination (using when, if, that, or because) and coordination (using or, and, or but) • use some features of written Standard English • use suffixes to form new words (-ful, -er, -ness) • use sentence 	<ul style="list-style-type: none"> • use the present perfect form of verbs in contrast to the past tense • form nouns using prefixes (super-, anti-) • use the correct form of 'a' or 'an' • use word families based on common words (solve, solution, dissolve, insoluble) 	<ul style="list-style-type: none"> • extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition 	<ul style="list-style-type: none"> • use the perfect form of verbs to mark relationships of time and cause • 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 • use verb prefixes • use devices to build cohesion, including adverbials of time, place and number 	<ul style="list-style-type: none"> • recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • use passive verbs to affect the presentation of information in a sentence • use the perfect form of verbs to mark relationships of time and cause • understand and use differences in informal and formal language • understand synonyms & Antonyms • use further cohesive devices such as



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			<p>demarcation</p> <ul style="list-style-type: none"> • use commas in lists • use apostrophes for omission & singular possession 				<p>grammatical connections and adverbials</p> <ul style="list-style-type: none"> • use of ellipsis
<p>Punctuation children should:</p>		<ul style="list-style-type: none"> • 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' 	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • use and punctuate direct speech (i.e. Inverted commas) 	<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • use commas to clarify meaning or avoid ambiguity in writing • use brackets, dashes or commas to indicate parenthesis 	<ul style="list-style-type: none"> • use hyphens to avoid ambiguity • use semicolons, colons or dashes to mark boundaries between independent clauses • use a colon to introduce a list punctuating bullet points consistently
<p>Grammatical Terminology children should:</p>		<p>letter capital letter word singular plural sentence punctuation full stop question mark exclamation mark</p>	<p>noun noun phrase statement question exclamation command compound adjective verb suffix adverb tense (past, present) apostrophe comma</p>	<p>adverb preposition conjunction word family prefix clause subordinate clause direct speech consonant consonant letter vowel vowel letter inverted commas (or 'speech marks')</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>