



## St Mary's Catholic Primary School and Nursery

### Progression of Writing Knowledge Skills and Concepts

	Nursery	Reception	Year 1	Year 2	End of KS1
Phonic & whole word spelling	<p>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> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound.</p> <p>Phase 1: Offered through the environment, adult engagement during play and adult led activities.</p> <p>Listening to and for sounds.</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Write short sentences with words with known letter-sound.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Phase 2: As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words. For example, they will learn to blend the sounds s-a-t to make the word sat.</p> <p>They will also start learning to segment words. For example, they might be asked to find</p>	<p>Words containing each of the 40+ phonemes taught.</p> <p>Common exception words.</p> <p>The days of the week.</p> <p>Numbers in words.</p> <p>Name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound.</p>	<p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>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.</p> <p>Spelling many common exception words accurately distinguishing between homophones.</p>	<p>Segments spoken words into phonemes and represents these by graphemes, spelling many correctly and making phonetically plausible attempts at others.</p> <p>Spells many common exception words.</p> <p>Spells some words with contracted forms.</p> <p>Spelling is mostly accurate, with only a few errors in more ambitious vocabulary.</p>



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	<p>Rhythm and rhyme. Alliteration.</p>	<p>t the letter sounds that make the word tap from a small selection of magnetic letters. Phase 3:</p> <p>Children will also learn the letter names using an alphabet song, although they will continue to use the sounds when decoding words.</p> <p>By now they should be able to recognize all these sounds and read them in words.</p> <p>They should also be able to experiment with spelling words such as rain, hear, hair, bee.</p> <p>Phase 4:</p> <p>When children start Phase Four of the Letters and Sounds phonics program, they will know a grapheme for each of the 42 phonemes.</p>			
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		<p>They will also be able to blend phonemes to read CVC (consonant-vowel-consonant) words and segment in order to spell them.</p> <p>Children will also have begun reading straightforward two-syllable words and simple captions, as well as reading and spelling tricky words.</p>			
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Other word building spelling</p>	<p>Begins to see sounds from their own name in other words.</p>	<p>Links sounds to letters, naming and sounding the letters of the alphabet.</p>	<p>Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>Using the prefix un–.</p> <p>Using –ing, –ed, –er and –est where no change is needed in the spelling of root words.</p> <p>Apply simple spelling rules and guidance from.</p> <p>Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</p> <p>Learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a</p>	<p>learning the possessive apostrophe (singular) distinguishing between homophones and near-homophones</p> <p>Spelling common exception words accurately</p>	<p>Independent application of Phonics Phase 5.</p> <p>Spells almost all words in the year 1 &amp; 2 list.</p> <p>40+ phonemes taught in Band 1 are secure.</p> <p>Working Securely in Phase 6.</p> <p>Uses a range of spelling strategies to spell unknown words including the use of spelling patterns, syllables and early dictionary skills.</p> <p>Competent growing application of prefix and suffix rules in independent writing. (ed, ing, s, es, er, est, ly, ful and ness)</p> <p>National Curriculum:</p> <p>Spells a few common homophones and near homophones</p>
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			few common homophones.		<p>(there/their/they're, hear/here, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew and night/knight.</p> <p>Usually spells the common contractions can't, hasn't, didn't, it's, I'll and couldn't correctly.</p> <p>Spells the majority of the common exception words on the year 2 list.</p>
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Transcription	<p>Hears and says the initial sounds in words.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>Hears and says the initial sounds in words.</p> <p>Segments the sounds in simple words and blend them together.</p>	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p> <p>Sentences are in chronological order to recount an event or experience. (Recounts &amp; Information Texts).</p> <p>Instructions set out a process using numbers and clearly marked sections.</p> <p>Sentences start through use of time openers such as then, next, after and later etc.</p>	<p>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>Independent application of Phonics Phase 5.</p> <p>Spells almost all words in the year 1 &amp; 2 list.</p> <p>40+ phonemes taught in Band 1 are secure.</p> <p>Working Securely in Phase 6.</p> <p>Uses a range of spelling strategies to spell unknown words including the use of spelling patterns, syllables and early dictionary skills. Competent growing application of prefix and suffix rules in independent writing. (ed, ing, s, es, er, est, ly, ful and ness).</p>	<p>Can write simple, coherent narratives about personal experiences and those of others (real or fictional).</p> <p>Write about real events, recording these simply and clearly.</p>
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				<p>National Curriculum:</p> <p>Spells a few common homophones and near homophones (there/their/they're, hear/here, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew and night/knight.</p> <p>Usually spells the common contractions can't, hasn't, didn't, it's, I'll and couldn't correctly.</p> <p>Spells the majority of the common exception words on the year 2 list.</p>	
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Handwriting</p>	<p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Make marks on their picture to stand for their name.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Develop manipulation and control.</p> <p>Explore different materials and tools</p>	<p>Write recognizable letters, most of which are correctly formed.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p> <p>Understand which letters belong to which handwriting 'families' and to practice these.</p>	<p>Form lower-case letters of the correct size relative to one another.</p> <p>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 not joined.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>Writes capital letters and digits of the correct size, orientation and relationship to one another, and to lower case letters.</p> <p>Puts appropriate sized spaces between words.</p> <p>Forms all lowercase letters cursively with correct size and direction in relation to each other.</p> <p>Understands not to join capital letters to other letters.</p> <p>Begins to join letters with a continuous cursive style.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Contexts for Writing</b></p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>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> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>Form lower case and capital letters correctly.</p> <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>Write recognisable letters, most of which are correctly formed.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>Writing for a range of purposes.</p> <p>Captions.</p> <p>Labelling.</p> <p>Retelling familiar tales and stories.</p> <p>Non-chronological reports.</p> <p>Writing poems.</p> <p>Writing recounts.</p> <p>Information texts.</p> <p>Instructions.</p>	<p>Writing narratives about personal experiences and those of others (real and fictional).</p> <p>Writing about real events.</p> <p>Writing poetry.</p> <p>Writing for different purposes.</p>	<p>Ability to write a sequenced short story with a clearly defined start, middle and end. (Adventure, Fantasy &amp; Traditional).</p> <p>Sequenced instructions using modal verbs and numbers to order.</p> <p>Related ideas are grouped together in sections in non-fiction texts, which begins to develop into an awareness of paragraphs. (Nonchronological Reports, Recounts and Information Texts).</p>
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Planning Writing		<p>Writes own name and other things such as labels and captions.</p> <p>Attempts to write short sentences in meaningful contexts.</p>	<p>Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p> <p>Stepping stories and recounts (real events).</p> <p>Sequencing event.</p> <p>Story maps.</p> <p>Sequencing sentences to form short narratives.</p> <p>Re-reading what they have written to check that it makes sense.</p>	<p>Planning or saying out loud what they are going to write about.</p> <p>Writing down ideas and/or key words, including new vocabulary.</p> <p>Encapsulating what they want to say, sentence by sentence.</p>	<p>Planning or saying out loud what they are going to write about.</p> <p>Uses different forms of sentences in their writing (statements, questions, exclamations, commands).</p>



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Editing Writing		<p>Re-read what they have written to check it makes sense.</p> <p>Begin to write simple sentences that can be read by themselves and others.</p>	<p>Discuss what they have written with the teacher or other pupils.</p>	<p>Evaluating their writing with the teacher and other pupils.</p> <p>Rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>Proofreading to check for errors in spelling, grammar and punctuation.</p>	<p>Writing to check for meaning and the correct and consistent use of tense, including verbs in the continuous/progressive form.</p> <p>Proof reads own writing to check for errors in grammar, punctuation and spelling.</p> <p>Evaluates their writing according to purpose, the effectiveness of word choice, grammar and punctuation.</p>
Performing Writing	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses, etc.</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>Read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>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.</p>



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Vocabulary	<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>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>Leaving spaces between words.</p> <p>Joining words and joining clauses using "and".</p>	<p>Expanded noun phrases to describe and specify.</p>	<p>Some simple variation in structure is shown, e.g. through use of adverbs / simple noun phrases (Today was exciting... Yesterday we went...red shoes).</p> <p>Some attempt to organise and group related ideas or events together, e.g. by use of time related words; numbered points; headings, line breaks; use of pictures.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Grammar</p>	<p>Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'.</p> <p>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 a capital letter at the start of their own name.</p> <p>Be aware of finger spaces.</p> <p>Start using full stop at the end.</p>	<p>Regular plural noun suffixes (-s, -es).</p> <p>Verb suffixes where root word is unchanged (-ing, -ed, -er).</p> <p>Un- prefix to change meaning of adjectives / adverbs.</p> <p>To combine words to make sentences, including using "and".</p> <p>Sequencing sentences to form short narratives.</p> <p>Separation of words with spaces.</p> <p>Sentence demarcation (. ! ?).</p> <p>Capital letters for names and pronoun 'I'.</p> <p>Know how words can combine to make</p>	<p>Sentences with different forms: statement, question, exclamation, command.</p> <p>The present and past tenses correctly and consistently including the progressive form.</p> <p>Subordination (using when, if, that, or because) and co- ordination (using or, and, or but).</p> <p>Some features of written Standard English.</p> <p>Suffixes to form new words (-ful, -er, -ness).</p> <p>Sentence demarcation.</p> <p>Commas in lists.</p> <p>Apostrophes for omission &amp; singular possession.</p>	<p>Uses some expanded noun phrases to describe and specify [for example, the blue butterfly, plain flour, the man in the moon].</p> <p>Use present and past tense mostly correctly and consistently.</p> <p>Uses co-ordination (or, and, or but) and some subordination (when, if, that, because).</p> <p>Some detail is included through word choice appropriate to task ( e.g. technical vocabulary/topic specific vocabulary).</p> <p>Uses the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs.</p> <p>Use of the progressive form of verbs in the present</p>
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			sentences. Use simple words, phrases clauses in sentence like structures to communicate meaning (I went to the shop).		and past tense to mark actions in progress [for example, she is drumming, he was shouting].
Punctuation		<p>Begin to use a capital letter to start a sentence.</p> <p>Become aware of and use full stop at the end of a sentence.</p> <p>Begin to use finger spaces consistently.</p>	<p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p>	<p>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).</p>	<p>Demarcates most sentences with capital letters and full stops.</p> <p>Use question marks correctly when required.</p> <p>Uses capital letters for almost all proper nouns.</p> <p>Uses commas to separate items in a list.</p>
Grammatical Terminology	<p>Words</p> <p>Sentence</p>	<p>Full stop</p> <p>Capital letter</p> <p>Finger space</p>	<p>Letter / Capital letter</p> <p>Word / Singular / Plural</p> <p>Sentence punctuation</p> <p>Full stop / Question mark</p> <p>Exclamation mark</p> <p>Descender / Ascender</p>	<p>Noun / Noun phrase</p> <p>Statement / Question</p> <p>Exclamation / Command</p> <p>Compound / Adjective</p> <p>Verb / Suffix / Comma</p> <p>Adverb tense (past, present)</p> <p>Apostrophe</p>	<p>Noun / Noun phrase</p> <p>Statement / Question</p> <p>Exclamation / Command</p> <p>Compound / Adjective</p> <p>Verb / Suffix / Comma</p> <p>Adverb tense (past, present)</p> <p>Apostrophe / Ascender</p> <p>Descender / Singular</p> <p>Plural / Conjunction</p> <p>Contraction</p> <p>Command</p>



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	Year 3	Year 4	Year 5	Year 6
Phonic & Whole word spelling	<p>Spell further homophones.</p> <p>Spell words that are often misspelt (Appendix 1).</p>	<p>Spell further homophones.</p> <p>Spell words that are often misspelt (Appendix 1).</p>	<p>Spell some words with 'silent' letters.</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>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.</p>	<p>Spell some words with 'silent' letters.</p> <p>Continue to distinguish between homophones and other words which are often confused.</p> <p>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.</p>
Other word building spelling	<p>Use further prefixes and suffixes and understand how to add them.</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary.</p>	<p>Use further prefixes and suffixes and understand how to add them.</p> <p>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary.</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them.</p> <p>Use dictionaries to check the spelling and meaning of words.</p> <p>Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.</p>



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Transcription	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		
Handwriting	Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined.  Increase the legibility, consistency and quality of their handwriting.	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.  Increase the legibility, consistency and quality of their handwriting.	Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.  Choosing the writing implement that is best suited for a task.	Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.  Choosing the writing implement that is best suited for a task.





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<b>Contexts for Writing</b>	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	Identifying 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, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.	Identifying 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, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Planning Writing</b></p>	<p>Discussing and recording ideas.</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Organizing paragraphs around a theme.</p> <p>In narratives, creating settings, characters and plot.</p> <p>In non-narrative material, using simple organizational devices (headings &amp; subheadings).</p>	<p>Discussing and recording ideas.</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Organising paragraphs around a theme.</p> <p>In narratives, creating settings, characters and plot.</p> <p>In non-narrative material, using simple organisational devices.</p>	<p>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Précising longer passages.</p> <p>Using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Using further organisational and presentational devices to structure text and to guide the reader.</p>	<p>Noting and developing initial ideas, drawing on reading and research where necessary.</p> <p>Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.</p> <p>Précising longer passages.</p> <p>Using a wide range of devices to build cohesion within and across paragraphs.</p> <p>Using further organisational and presentational devices to structure text and to guide the reader.</p>
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Editing Writing	<p>assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors</p>	<p>assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors</p>	<p>assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring 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</p>	<p>assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing ensuring 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</p>
Performing Writing	<p>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.</p>	<p>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.</p>	<p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>	<p>Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.</p>



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Vocabulary	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including “when”, “if”, “because”, “although”.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p> <p>Using conjunctions, adverbs and prepositions to express time and cause (and place).</p>	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including “when”, “if”, “because”, “although”.</p> <p>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>	<p>Use a thesaurus.</p> <p>Using expanded noun phrases to convey complicated information concisely.</p> <p>Using modal verbs or adverbs to indicate degrees of possibility.</p>	<p>Use a thesaurus.</p> <p>Using expanded noun phrases to convey complicated information concisely.</p> <p>Using modal verbs or adverbs to indicate degrees of possibility.</p>
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Grammar	<p>Using the present perfect form of verbs in contrast to the past tense.</p> <p>Form nouns using prefixes (super-, anti-).</p> <p>Use the correct form of 'a' or 'an'.</p> <p>Word families based on common words (solve, solution, dissolve, insoluble).</p>	<p>Using fronted adverbials.</p> <p>Difference between plural and possessive -s.</p> <p>Standard English verb inflections (I did vs I done).</p> <p>Extended noun phrases, including with prepositions.</p> <p>Appropriate choice of pronoun or noun to create cohesion.</p>	<p>Using the perfect form of verbs to mark relationships of time and cause.</p> <p>Using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun.</p> <p>Converting nouns or adjectives into verbs.</p> <p>Verb prefixes.</p> <p>Devices to build cohesion, including adverbials of time, place and number.</p>	<p>Recognizing vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.</p> <p>Using passive verbs to affect the presentation of information in a sentence.</p> <p>Using the perfect form of verbs to mark relationships of time and cause.</p> <p>Differences in informal and formal language.</p> <p>Synonyms &amp; Antonyms.</p> <p>Further cohesive devices such as grammatical connections and adverbials.</p> <p>Use of ellipsis.</p>
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Punctuation	Using and punctuating direct speech (i.e. Inverted commas).	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).	Using commas to clarify meaning or avoid ambiguity in writing.  Using brackets, dashes or commas to indicate parenthesis.	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.
Grammatical Terminology	Adverb / Preposition Conjunction / Word family Prefix / Clause / Consonant Subordinate clause Direct speech Consonant letter vowel Vowel letter Inverted commas (or 'speech marks')	Determiner / Pronoun Possessive pronoun Adverbial	Modal verb Relative pronoun Relative clause Parenthesis Bracket / Dash Cohesion Ambiguity	Subject / Object Active / Passive Synonym / Antonym Ellipsis / Hyphen Colon / Semi-colon Bullet points