



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Terminology		Letter, capital letter, word, singular, plural, sentence, full stop, question mark, exclamation mark	Consolidate year 1 Apostrophe ( <i>contractions and singular possession</i> ) Suffix Adverb/verb/noun Statement Question Exclamation Command Tense - past, present Noun phrase compound word comma	Consolidate year 2 Word family Conjunction Preposition Direct speech Inverted commas Prefix/suffix Consonant/Vowel Clause Subordinate clause	Consolidate year 3 Pronoun Possessive pronoun Adverbial Fronted adverbial Apostrophe – plural possession determiner	Consolidate year 4 Relative clause Relative pronoun Modal verb Parenthesis Bracket Dash Cohesion Ambiguity	Consolidate all terminology Active and passive voice Subject and object Synonym/antonym Semi colon/colon hyphen
Spelling and word work  <b>The statutory word list for each year group should be taught Use the separate spelling objective sheet for statutory objectives</b>	Spell words by identifying sounds in them and representing the sounds with a letter or letters	RWI spelling objectives  Recognise alliteration	RWI spelling objectives	Word Families based on common words <i>e.g. teacher –teach, beauty – beautiful</i>  Use of determiners a or an according to whether next word begins with a vowel <i>e.g. a rock, an open box</i>  Use a dictionary to check spellings  Powerful verbs <i>e.g. stare, tremble, slither</i>  Boastful Language	The grammatical difference between plural and possessive –s added to words and spell words using singular and plural possession including irregular plurals e.g. children’s  Modal Verbs - <i>could, should, would</i>  Comparative and superlative adjectives e.g. <i>small...smaller...smallest good...better...best</i>	Use dictionaries to check spellings Use a thesaurus  LANGUAGE Metaphors Personification Onomatopoeia Empty words <i>Someone, somewhere, something</i> Modal verbs and adverbs <i>Perhaps, surely, might, should</i> Rhetorical questions	Use dictionaries to check spellings Use a thesaurus  LANGUAGE Use literally features to create effect <i>Alliteration, metaphors etc</i>  Synonyms and antonyms to avoid repetition



				e.g. <i>magnificent, unbelievable, exciting!</i>	<p>Proper nouns-refers to a particular person or thing e.g. <i>Monday, Jessica, October, England</i></p> <p>Standard English forms for verb inflections instead of local spoken forms (e.g. <i>we were instead of we was, or I did instead of I done</i>)</p>		
Punctuation	Use a capital letter for own name	<p>Capital Letters: <i>Capital letters to start a sentence</i> <i>Capital letter for names</i> <i>Capital letter for the personal pronoun I</i> Full stops Question marks Exclamation marks</p>	<p>Demarcate sentences with: <i>Capital letters</i> <i>Full stops</i> <i>Question marks</i> <i>Exclamation marks</i> Commas to separate items in a list</p> <p>Apostrophes to mark contracted forms in spelling e.g. <i>don't, can't</i> Apostrophes to mark singular possession e.g. <i>the cat's name</i></p>	<p>Secure use of inverted commas for direct speech</p> <p>Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p> <p>Use of apostrophe for singular possession</p>	<p>Use of commas after fronted adverbials (e.g. <i>Later that day, I heard the bad news.</i>)</p> <p>Full punctuation for direct speech: Each new speaker on a new line Comma between direct speech and reporting clause e.g. <i>"It's late," gasped Cinderella!</i></p> <p>Apostrophes to mark singular and plural possession (e.g. <i>the girl's name, the boys' boots</i>) as opposed to s to mark a plural</p>	<p>Dashes</p> <p>Brackets/dashes/commas for parenthesis</p> <p>Colons to introduce a list</p> <p>Use of commas to clarify meaning and avoid ambiguity</p>	<p>Use of semi colon, dash and colon to separate clauses</p> <p>Hyphens to avoid ambiguity</p> <p>Use of commas to clarify meaning and avoid ambiguity</p>



Ash Grove Primary Academy – Whole School Progression of Writing Skills

Handwriting	<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>	<p>Sit correctly at a table and hold a pencil correctly</p> <p>Begin to form letters correctly</p> <p>Form capital letters</p> <p>Form digits 0-9</p>	<p>Form letters at the correct size</p> <p>Form capital letters the right size</p>	<p>Begin to join writing</p> <p>Increase the legibility and consistency of handwriting</p> <p>Make sure writing is sufficiently spaced</p>	<p>Begin to join writing</p> <p>Increase the legibility and consistency of handwriting</p> <p>Make sure writing is sufficiently spaced</p>	<p>Write legibly and fluently with increasing speed</p> <p>Choose the writing implement best suited for the task</p>	<p>Write legibly and fluently with increasing speed</p> <p>Choose the writing implement best suited for the task</p>
Dialogue		<p>Use of speech bubbles to accompany illustrations</p>	<p>Use of speech bubbles with illustrations and awareness when reading that inverted commas show speech.</p>	<p>powerful speech verb (synonyms for said)</p> <p>e.g. <i>"Hello," she whispered.</i></p>	<p>verb + adverb - <i>"Hello," she whispered, shyly.</i></p>	<p>Speech+verb+action</p> <p><i>"Stop!" he shouted, picking up the stick and running after them.</i></p>	<p>Consolidate year 5 and develop characterisation through speech, moving the narrative on</p>
Sentence openers		<p>Simple time adverbials (<i>first, next, then, after</i>)</p> <p>Known story language</p> <p><i>Once upon a time, A long time ago, One day</i></p>	<p>adverb (ly) openers</p> <p><i>Quickly, the man ran down the road</i></p> <p>A wider range of adverbials for time</p>	<p>Consolidate use of ly openers</p> <p>Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials)</p>	<p>Adverbial phrases used as a 'where', 'when' or 'how' starter (fronted adverbials)</p>	<p>Consolidate previous openers and elaborate</p> <p><i>Beyond the dark gloom of the cave...</i></p> <p><i>Encouraged by the bright weather...</i></p> <p><i>Scared of what his mum would say...</i></p>	<p>Consolidate range of openers already taught</p>



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<p>Conjunctions</p>		<p>Compound sentences using coordinating conjunctions <i>and/or/ but</i></p>	<p>Secure use of compound sentences – coordinating conjunctions using <i>and/ or / but / so</i> Complex sentences – using subordinating conjunctions <i>because/ when/if/that</i></p>	<p>Compound sentences using coordinating conjunctions <b>FANBOYS</b>  Develop complex sentences using Subordinating conjunctions <i>when/before/after/while/because</i></p>	<p>Secure use of coordinating conjunctions <b>FANBOYS</b>  Develop complex sentences using subordinate clauses with a range of subordinating conjunctions. <b>ISAWAWABUB</b></p>	<p>Compound sentences using coordinating conjunctions <b>FANBOYS</b>  Develop complex sentences with range of Subordinating conjunctions with the subordinate clause in different places within the sentence</p>	<p>Consolidate the use of a range of conjunctions already taught and develop the ability to put the clauses in different positions within the sentence for effect</p>
<p>Sentence structures</p>	<p>Write simple phrases and sentences that can be read by others.</p>	<p>Write different types of sentences: <i>Statements Questions Exclamations</i> (<i>don't need to know the names but experience writing all 3 types</i>)  Embellished simple sentences using adjectives</p>	<p>Can write and recognise types of sentences: <i>Statements Questions Exclamations Commands</i>  Embellished simple sentences using: adverbs (ly words) e.g. <i>Tom ran quickly down the hill.</i>  Embellished simple sentences using: Noun phrases</p>	<p>Use of the perfect form of verbs to mark relationships of time and cause e.g. <i>I have written it down so I can check what it said.</i>  Consolidate embellished simple sentences using: Noun phrases</p>	<p>Use of present perfect instead of simple past. <i>He has left his hat behind</i>, as opposed to <i>He left his hat behind.</i>  Appropriate choice of pronoun or noun across sentences to aid cohesion  Standard English for verb inflections instead of local spoken forms</p>	<p>Relative clauses <i>Who/which/that/where/when</i></p>	<p>Active and passive voice to create effect  Use of rhetorical questions for persuasion  Formal and informal structures <i>Contractions and question tags in speech e.g you're ok, aren't you? Subjunctive in very formal writing</i></p>