

# Hauxton Primary Skills and Elements Progression in Writing

**Phonic & Whole Word Spelling** \* These are detailed in the word lists within the [spelling appendix to the national curriculum](#) (English Appendix 1).

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Spell words by identifying the sounds and then writing the sound with letter/s</p> <p>Form lower-case and capital letters correctly</p>	<p>words containing each of the 40+ phonemes taught</p> <p>common exception words</p> <p>the days of the week</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>learning to spell common exception words distinguishing between homophones and near homophones</p>	<p>spell common homophones using resources spell words that are often misspelt (Appendix 1)</p>	<p>spell further common homophones</p> <p>spell words that are often misspelt (Appendix 1)</p>	<p>spell some words with 'silent' letters</p> <p>distinguish between and spell homophones and other words which are often confused</p> <p>begin to 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 words with 'silent' letters</p> <p>continue to distinguish between and spell 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 \* These are detailed in the word lists within the [spelling appendix to the national curriculum](#) (English Appendix 1).

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Form lower-case and capital letters correctly.	<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 Appendix 1</p>	<p>learning the possessive apostrophe (singular)</p> <p>learning to spell more words with contracted forms</p> <p>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>apply spelling rules and guidelines from Appendix 1 independently</p>	<p>use further prefixes and suffixes and understand how to add them with growing independence</p> <p>place the possessive apostrophe accurately in words with regular plurals</p> <p>use the first 2 or 3 letters of a word to check its spelling in a dictionary with adult guidance</p>	<p>use further prefixes and suffixes and understand how to add them independently</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 rules for adding them with growing independence</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 the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary and be able to find synonyms in the editing process</p>

## Transcription

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Write short sentences with words with known sound-letter correspondences using a capital letter and full stop	using prompts, write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	using a success criteria, 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

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>develop their small motor skills so that they can use a range of tools competently, safely and confidently</p> <p><i>suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</i></p> <p>use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>develop the foundations of a handwriting style which is fast, accurate and efficient</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 practise these leaving spaces between words</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 unjoined</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters</p> <p>use spacing between words that reflects the size of the letters.</p>	<p>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</p> <p>increase the legibility, consistency and quality of their handwriting using the pre-cursive style</p>	<p>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 independently</p> <p>increase the legibility, consistency and quality of their handwriting using the cursive style</p>	<p>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task with adult guidance</p>	<p>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters and can independently edit for this</p> <p>choosing the writing implement that is best suited for a task</p>

## Contexts for Writing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<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>listen carefully to rhymes and songs, paying attention to how they sound</p> <p>learn rhymes, poems and songs</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>in adult led groups discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar writing for a real purpose and audience</p>	<p>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar writing for a real purpose and audience</p>	<p>using a success criteria, identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed</p>	<p>independently identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own</p> <p>in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed and use evidence to explain their understanding</p>

## Planning & Drafting Writing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>orally describe events in some detail</p> <p>use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</p> <p>develop social phrases</p> <p>engage in storytimes</p>	<p>saying out loud what they are going to write about</p> <p>compose a sentence orally before writing it</p>	<p>planning or saying out loud what they are going to write about</p>	<p>discussing and recording ideas sometimes using scaffolds</p> <p>in teacher led groups or using scaffolds, compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</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>noting and developing initial ideas, drawing on teacher prompted reading and research where necessary</p>	<p>noting and developing initial ideas, drawing on reading and research where necessary</p>
<p>listen to and talk about stories to build familiarity and understanding</p> <p>engage in non-fiction books</p> <p>listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>sequencing sentences to form short narratives</p> <p>re-reading what they have written to check that it makes sense</p> <p>use basic descriptive language</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>organising paragraphs around a theme using scaffolds of modelled writing</p> <p>in narratives, creating settings, characters and plot using teacher scaffolds</p> <p>in non-narrative material, using simple organisational devices (headings &amp; subheadings)</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>with teacher direction, select 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 begin to advance the action précis longer passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs with some scaffolds, using further organisational and presentational devices to structure text and to guide the reader</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 précis longer passages</p> <p>using a wide range of devices to build cohesion within and across paragraphs including repletion in and across a text</p> <p>using further organisational and presentational devices to structure text and to guide the reader</p>

## Editing Writing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
re-read what they have written to check that it makes sense	discuss what they have written with the teacher or other pupils	<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>proofread to check for errors in spelling, grammar and punctuation</p>	<p>assessing the effectiveness of their own and others' writing and suggesting improvements after a teacher has given feedback</p> <p>making changes to grammar and vocabulary to improve consistency, including beginning to use pronouns in sentences accurately</p> <p>proofread for spelling and punctuation errors</p>	<p>assessing the effectiveness of their own and others' writing and suggesting improvements before a teacher's feedback</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>proofread for spelling and punctuation errors independently</p>	<p>assessing the effectiveness of their own and others' writing using an editing scaffold</p> <p>proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing when prompted</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>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 before feedback from teachers</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>proofread for spelling and punctuation errors without teacher feedback</p>

## Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>understand how to listen carefully and why listening is important</p> <p>learn new vocabulary</p> <p>use new vocabulary through the day</p> <p>ask questions to find out more and to check they understand what has been said to them</p> <p>use new vocabulary in different contexts</p> <p>listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>joining words and joining clauses using "and" To listen to and join in with stories and poems, one-to-one and also in small groups.</p>	<p>expanded noun phrases to describe and specify</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</p> <p>using conjunctions, adverbs 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>begin to use modal verbs or adverbs to indicate degrees of possibility</p>	<p>use a thesaurus independently to find synonyms for effect</p> <p>continue to use expanded noun phrases to convey complicated information concisely</p> <p>using modal verbs or adverbs to indicate degrees of possibility</p>

Grammar						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>articulate their ideas and thoughts in well-formed sentences</p> <p>orally connect one idea or action to another using a range of connectives</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>sentences with different forms: statement, question, exclamation, command</p> <p>the present and past tenses</p> <p>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>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)</p> <p>relative pronouns</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>recognising 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 (confidently from Year 5)</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> <p>subjunctive</p>



## Punctuation & Grammatical Terminology

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<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>using and punctuating direct speech (i.e. Inverted commas)</p>	<p>using commas after fronted adverbials</p> <p>indicating possession by using the possessive apostrophe with singular and plural nouns</p> <p>using and punctuating direct speech (including punctuation within and surrounding inverted commas)</p>	<p>using commas to clarify meaning or avoid ambiguity in writing</p> <p>using brackets, dashes or commas to indicate parenthesis</p>	<p>using hyphens to avoid ambiguity</p> <p>using semicolons, colons or dashes to mark boundaries between independent clauses</p> <p>using a colon to introduce a list punctuating bullet points consistently</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, semicolon, bullet points</p>