

Breadsall CE Primary School Curriculum

Progression of knowledge and skills for:



Writing

Writing - EYFS		
Phonics and Spelling Rules		
Three and Four-Year-Olds	Literacy	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; writing 'm' for mummy.
Reception	Literacy	- Spell words by identifying the sounds and then writing the sound with the letter/s. - Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop
Letter Formation, Placement and Positioning		
Three and Four-Year-Olds	Physical Development	- Use large-muscle movements to wave flags and streamers, paint and make marks. - Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils. - Shows a preference for a dominant hand
	Literacy	Write some letters accurately
Reception	Physical Development	- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Develop the foundations of a handwriting style which is fast, accurate and efficient.
	Literacy	Form lower case and capital letters correctly.
ELG	Physical Development	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
	Literacy	Write recognisable letters, most of which are correctly formed.
Planning, Writing and Editing		
Three and Four-Year-Olds	Communication & Language	Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
	Literacy	- Engage in extended conversations about stories, learning new vocabulary. - 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; writing 'm' for mummy. - Write some or all of their name. - Write some letters accurately.
	Expressive Arts and Design	Begin to develop complex stories using small world equipment, like animal sets, dolls and dolls houses,

			etc.
Reception	Communication & Language		• Learn new vocabulary. • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
	Literacy		• Form lower case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with the letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. • Re-read what they have written to check it makes sense.
	Expressive Arts and Design		• Develop storylines in their pretend play.
ELG	Literacy	Writing	• Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.
	Expressive Arts and Design	Being Imaginative and Expressive	• Invent, adapt and recount narratives and stories with peers and teachers.
Awareness of Audience, Purpose and Structure			
Three and Four-Year-Olds	Communication and Language		• Use a wider range of vocabulary. • 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. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
Reception	Communication and Language		• Learn new vocabulary. • Use new vocabulary throughout the day. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work

			and why they might happen. • Develop social phrases. • Use new vocabulary in different contexts.
ELG	Communication and Language	Speaking	• Participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • 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.
Sentence Construction and Tense			
Three and Four-Year-Olds	Communication and Language		• Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?' • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Use longer sentences of four to six words.
Reception	Communication and Language		• Learn new vocabulary. • Use new vocabulary throughout the day. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives.
ELG	Communication and Language	Speaking	• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.
Use of Phrases and Clauses			
Three and Four-Year-Olds	Communication and Language		• Use longer sentences of four to six words.
Reception	Communication and Language		• Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives.
ELG	Communication and Language	Speaking	• Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.
Poetry and Performance			
Three and Four-Year-Olds	Communication and Language		• Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

	Expressive Arts and Design		• Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. • Create their own songs, or improvise a song around one they know.
Reception	Communication and Language		• Engage in storytimes. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Learn rhymes, poems and songs.
	Expressive Arts and Design		• Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play.
ELG	Literacy	Comprehension	• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
	Expressive Arts and Design	Creating with Materials	• Make use of props and materials when role playing characters in narratives and stories.
		Being Imaginative and Expressive	• Invent, adapt and recount narratives and stories with their peers and their teacher. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
Non-Fiction			
Reception	Communication and Language		• Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
ELG	Communication and Language	Speaking	• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Writing: Key Stage 1

GPC (Grapheme-phoneme correspondence)

	Phonic & wholeword spelling	Other word building spelling	Transcription	Handwriting	Contexts for Writing	Planning Writing
Year 1	Know words containing each of the 40+ phonemes Know common exception words Know the days of the week Name the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound	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	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	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 Form capital letters Form digits 0-9 Understand which letters belong to which handwriting ‘families’ and practise these		Say out loud what they are going to write about Compose a sentence orally before writing it
Year 2	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 distinguishing between homophones and near-homophones	Learn 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	write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Form lower-case letters of the correct size relative to one another 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 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.	Write narratives about personal experiences and those of others (real and fictional) Write about real events Write poetry Write for different purposes	Plan or say out loud what they are going to write about

Writing: Key Stage 1

	Drafting Writing	Editing & Performing Writing	Vocabulary	Grammar	Punctuation	Grammatical Terminology
Year 1	Sequence sentences to form short narratives Re-read what has been written to check that it makes sense	Discuss what they have written with the teacher or other pupils Read their writing aloud clearly enough to be heard by their peers and the teacher.	Leave spaces between words Join words and join clauses using "and"	Use regular plural noun suffixes (-s, -es) Use verb suffixes where root word is unchanged (-ing, -ed, -er) Use un- prefix to change meaning of adjectives/adverbs Combine words to make sentences, including using and Sequence sentences to form short narratives Separate words with space	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'	letter, capital letter, word, singular, plural , sentence punctuation, full stop, question mark, exclamation mark
Year 2	Write down ideas and/or key words, including new vocabulary Encapsulate what they want to say, sentence by sentence	Evaluate their writing with the teacher and other pupils Reread 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 Read aloud what they have written with appropriate intonation to make the meaning clear	Use expanded noun phrases to describe and specify	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 co-ordination (using or, and, or but) Use some features of written Standard English Use suffixes to form new words (-ful, -er, -ness) Use sentence demarcation Use commas in lists Use apostrophes for omission & singular possession	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)	noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix , adverb tense (past, present) , apostrophe, comma

Writing: Lower Key Stage 2

Phonic & wholeword spelling	Other word building spelling	Transcription	Handwriting	Contexts for Writing	Planning Writing
Spell further homophones Spell words that are often misspelt (Appendix 1-national curriculum)	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	Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	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.	Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	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
Drafting Writing	Editing & Performing Writing	Vocabulary	Grammar	Punctuation	Grammatical Terminology
Organise paragraphs around a theme In narratives, create settings, characters and plot In non-narrative material, use simple organisational devices (headings & subheadings)	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 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.	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 Use conjunctions, adverbs and prepositions to express time and cause (and place)	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) Use fronted adverbials Know the difference between plural and possessive –s Use Standard English verb inflections (I did vs I done) Use extended noun phrases, including with prepositions Make appropriate choice of pronoun or noun to create cohesion	using and punctuate direct speech (i.e. inverted commas 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)	adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks') determiner, pronoun, possessive pronoun, adverbial

Writing: Upper Key Stage 2

Phonic & wholeword spelling	Other word building spelling	Handwriting	Contexts for Writing	Planning Writing	Drafting Writing	
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 (national curriculum)	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	Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters Choose the writing implement that is best suited for a task	Identify the audience for and purpose of the writing, select the appropriate form and use 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	Use modal verbs or adverbs to indicate degrees of possibility	Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action Précis 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 & Performing Writing	Vocabulary	Grammar			Punctuation	Grammatical Terminology
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 error Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.	Use a thesaurus Use expanded noun phrases to convey complicated information concisely	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 and devices to build cohesion, including adverbials of time, place and number 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 Know differences in informal and formal language Use synonyms & Antonyms Use further cohesive devices such as grammatical connections and adverbials	Use commas to clarify meaning or avoid ambiguity in writing Use brackets, dashes or commas to indicate parenthesis Use hyphens to avoid ambiguity Use semicolons, colons or dashes to mark boundaries between independent clauses Using a colon to introduce a list punctuating bullet points consistently Use ellipsis correctly	modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points		