



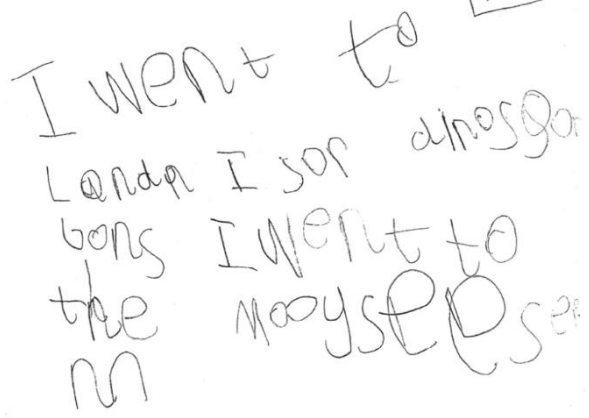
## Progression of Skills in ..... at Northbourne CEP School



### Purpose of Study:

At Northbourne, we recognise that competence in writing is vital for the development of children's communication skills; a crucial ingredient for progress in other subject areas particularly through our Topic led approach to learning. Being able to write, offers the opportunity to store information, communicate with each other and to reflect and record creative ideas. When a child becomes a skilled writer, they understand the characteristics of writing's many forms and are able to adapt their writing to suit a wide range of purposes. Writing is incorporated into our curriculum through our Topic led approach to learning. This approach enables our children to present their learning of curriculum knowledge through a variety of writing tasks and genres, while also ensuring they have a clear understanding of the 'purpose for writing.'

To support children's writing progress, we use a variety of outside sources and tools including Little Wandle, Talk for Writing (ks1) and Vocabulary Ninja (ks2). The sequence of writing activities is designed to spark both enthusiasm and creativity in our children through the use of class texts to influence and inspire the children's writing, while also ensuring the technical skills to tackle all writing genres are embedded; meeting the expectations of the National Curriculum.

|        | Word  | Sentence  | Punctuation  | Vocabulary  |
|--------|---|---|--|---|
| EYFS   | Children learn to make marks to represent their name.   | Children begin to write sentences using words that include known phoneme/grapheme correspondence that they know.<br><br>Sometimes, the sentence will begin and end with a capital letter and full stop. | <b>Children learn that:</b><br><br>Words must be separated with finger spaces.<br><br>Capital letters for names<br><br>Introduction of capital letters (start of sentences) and full stops.  | Letter<br>Capital letter<br>Word<br>Full stop   |
|        |  <p><b>This is an expected piece of writing for the end of EYFS</b><br/> The writer forms most letters well.<br/> The writer can spell words that include phonemes that they have learnt. They have tried to use their sounds to spell unfamiliar words.<br/> The pronoun I has a capital letter, which shows an understanding of when to use capital letters.</p> |   |  |   |
| Year 1 | Children can add the suffixes –s or –es to regular nouns to make them plural.<br><br>Children learn suffixes can be added to verbs where there is no change to the verb (help, helped, helping, helper).<br><br>Children learn that the prefix –un changes the meaning of verbs and adjectives (unkind, untie, undo)  | Children begin to join words and clauses together using “and”   | <b>Children learn that:</b><br><br>Words must be separated with finger spaces.<br><br>Capital letters for names and the personal pronoun I<br><br>Introduction of capital letters (start of sentences), full stops and question marks. | letter<br>capital letter<br>word<br>singular<br>Plural<br>sentence<br>punctuation<br>full stop<br>question mark<br>exclamation mark |
| Year 2 | Children can form nouns using suffixes such as –ness and –er (helper, zoo keeper, happiness)  | Children learn to use expanded noun phrases in their sentences for description (the blue butterfly)   | Children continue to embed their understanding of Year 1 objectives.   | Noun<br>noun phrase<br>statement  |



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|  | <p>Children can form compound nouns (superman and whiteboard)</p> <p>Children can form adjectives using suffixes such as -ful and -less (helpless, helpful, joyful)</p> <p>Children can use the suffixes -er, est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs</p> <p><i>Additional suffixes can be found in NC English Appendix 2</i></p> | <p>Children learn how grammatical patterns tell us the sentence's function (statement, question, exclamation or command).</p> <p>Children begin to use subordinating and coordinating conjunctions to join clauses (when, if, that, or, and, but)</p> | <p><b>Children learn that:</b></p> <p>Exclamation marks demarcate exclamations.</p> <p>Commas separate list items.</p> <p>Apostrophes are used to mark omitted letters in contractions and to signal singular possession.</p> | <p>questions<br/>exclamation<br/>command<br/>compound<br/>adjective<br/>verb<br/>suffix<br/>adverb<br/>tense (past and present)<br/>apostrophe<br/>comma (for list)</p> |
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Meet Fred. Fred loves to find things. one day Fred said to his mum I'm bored. GO INTO THE ATTIC! said his mum. And so he did. Fred went into the attic. <sup>It</sup> was really dark in the attic and there were really deep holes in the floor. Just then some thing caught his eye. <sup>It</sup> was some boxes on top of each other. One was long and one was fat and the other was a silver case. Fred ~~took~~ <sup>took</sup> ~~took~~ <sup>took</sup> them all down stairs. & First he opened the silver

An expected piece of writing for the end of KS1.

- ❖ The writer has used expanded noun phrases – deep holes/silver case
- ❖ The writer has used conjunctions to join clauses – it was really dark in the attic and there were very deep holes in the floor.
- ❖ The writer has used capital letters to mark a proper noun and the start of a sentence.
- ❖ The writer has used full stops to mark the end of a sentence.
- ❖ The writer has included an apostrophe where a letter has been omitted – I'm

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| Year 3 | <p>Children can form nouns using a range of prefixes such as auto-, super- and anti-</p> <p>Children can select the correct article depending on which letter a noun begins with (an apple/a rock)</p> <p>Children can create word families with common words and share their meaning(help, helpless, helpful and helper)</p> | <p>Children learn how to extend their sentences by including a range of conjunctions.</p> <p>Children learn how to use conjunctions, adverbs and prepositions to express time and cause.</p> <p>Children learnt to write using the perfect form in contrast to the past tense.</p> | <p>Children continue to embed their prior learning.</p> <p><b>Children learn to:</b></p> <p>Punctuate direct speech using speech marks.</p> <p>Organise their ideas into paragraphs</p> | <p>preposition<br/>conjunction word family<br/>prefix clause<br/>subordinate clause<br/>direct speech<br/>consonant<br/>vowel letter<br/>inverted commas (or 'speech marks')</p> |
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|        | Children are introduced to homophones and near-homophones   |  |  |   |
| Year 4 | <p>Children know the grammatical difference between the plural and possessive –s</p> <p>Children can select the standard English verb inflections instead of local dialects (we was eating).</p>  | <p>Children can select appropriate pronouns to avoid repetition.</p> <p>Children can use and punctuate fronted adverbials.</p>   | <p>Children continue to embed their prior learning.</p> <p>Children learn to:<br/>Include a comma after the reporting clause when using direct speech</p> <p>Use apostrophes to mark plural possession (the girls' school)</p>   | <p>Determiner<br/>Pronoun<br/>Possessive pronoun<br/>Adverbial<br/>Fronted adverbial<br/>Reporting clause</p>                               |
| Year 5 | Children can convert nouns into adjectives using suffixes (fortune – fortunate and television – televise)   | <p>Children learn to use relative clauses that begin with a relative pronoun (who, whose, which, that and where)</p> <p>Children learn to use adverbs (certainly, perhaps, surely) and modal verbs (will, could, should) to express degrees of probability</p>   | <p>Children continue to embed their prior learning.</p> <p><b>Children learn to:</b></p> <p>Use commas to clarify meaning and to avoid ambiguity.</p> <p>Punctuate parenthesis with brackets, dashes and commas.</p>   | <p>Modal verbs<br/>Relative pronouns<br/>Relative clauses<br/>Parenthesis<br/>Brackets<br/>Dashes<br/>Cohesion<br/>Ambiguity</p>            |
| Year 6 | <p>Children know the difference between levels of formality and when to select the appropriate register (find out, discover, ask for, request)</p> <p>Children learn how words to related by meaning as synonyms and antonyms (little, tiny, minute, large, colossal)</p> | <p>Children learn to use the passive voice to place emphasis on the object or person being affected by the action (The Loch Ness monster was relentlessly hunted throughout the 20 century).</p> <p>Children can use the appropriate register in their writing – including using the subjunctive tense (If I were to be Queen for the day, I would...)</p> | <p>Children continue to embed their prior learning.</p> <p><b>Children learn to:</b></p> <p>Use a semi-colon, colon and a single dash to make the boundary between independent clauses (It's raining; I'm fed up).</p> <p>Use a colon to introduce a list</p> <p>Use bullet points to list information</p> | <p>Subject<br/>Object<br/>Active<br/>Passive<br/>Synonym<br/>Antonym<br/>Ellipsis<br/>Hyphen<br/>Colon<br/>Semi-Colon<br/>Bullet points</p> |

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|  |   |  | <p>Use hyphens to avoid ambiguity<br/>(man eating shark vs man-eating shark)</p>   |  |
|  | <p>"Lauren, I have <sup>just</sup> received a phone call from work, because we need to go to Antarctica so I can report the weather!" exclaimed Mum as she put some winter clothing in a suitcase and <del>the</del> tatty-looking passports in her bag. Immediately, Lauren put on her brand new winter boots and her waterproof car coat. As soon as all the bags were packed they ran extremely fast to where Lauren's mum's Bill was parked and they set off for Gatwick Airport.</p> |  | <p><b>This is an expected piece of writing for the end of KS2.</b></p> <ul style="list-style-type: none"> <li>❖ The writer has integrated and correctly punctuated their dialogue using inverted commas.</li> <li>❖ The writer has used cohesive devices such as conjunctions and fronted adverbials.</li> <li>❖ The writer has used the past tense consistently.</li> <li>❖ The writer has used a range of punctuation - , ! "" .</li> <li>❖ The writer has maintained legible and joined handwriting.</li> </ul> |  |