



Hockliffe Lower School Progression of Knowledge and Skills - **Writing**

Composition – Writing

Early Years Foundation Stage			
They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.			
Year 1	Year 2	Year 3	Year 4
I can write sentences by saying out loud what I am going to write about	I can write sentences about things I have done and things others have done	I can plan my writing by discussing it and talking about how to improve it using examples from other writers that I like	I can plan and improve my writing by discussing examples from other writers that I like and looking at their use of sentence structure, use of words and grammar
I can write down a sentence I have practised	I can write a long piece of text about a real event in one go	I can plan my writing by talking about the important parts to have in a story, poem, and explanation or non-fiction piece and I can redraft this work a number of times	I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece
I can write sentences on my own	I can write poetry	I can rewrite my work making improvements by saying the work out loud using the best words I know	I can redraft this work a number of times
I can join my sentences together to make a story	I can write for different purposes, writing long and short pieces of work	I can rewrite my work making sure I use conjunctions e.g. when, before, after, while; adverbs and prepositions	I can rewrite my work making improvements by saying the work out loud, using best words I know and the best sentence structure I can
I can read my sentence and check that it makes sense	I can write for different purposes using ideas and language from things I have read	I can use paragraphs to organise my writing so that blocks of text are about the same subject	I can use paragraphs to organise my writing so that blocks of text flow and ideas are grouped together
I can talk about my writing with my teacher or children in my class	I can plan my writing by writing down my ideas or talking about them	I can draft and write descriptive work that create setting, character and plots	I can draft and rewrite work that creates setting, character and plot that excites the reader by using my best vocabulary and I can adapt my work depending on the audience

I can read my sentences out loud so that children in class can hear can understand me	I can plan my writing by writing down ideas and /or key words and new vocabulary	I can draft and write materials such as instructions, using headings, sub headings to organise my work	I can organise my non narrative writing so that it has headings and sub headings
	I can plan my writing by writing down my ideas or talking about them for each sentence	I can re-read my work to improve it for my audience	I can assess my work and that of others and suggest improvements
	I can change my writing and make corrections after I have spoken to a teacher or another child about it	I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting I can proof read my writing for spelling and use of punctuation	I can edit my work by changing the grammar to improve the way my work reads
	I can check my work by reading it through to make sure it makes sense and I have used the right verbs to indicate time	I can proof read my work by reading it aloud and putting in capital letters and full stops. I can also add commas, question marks and apostrophes where needed	I can proof read my writing for spelling and punctuation
	I can proof read my work checking for spelling, punctuation and grammar errors and sometimes choosing better words	I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice	I can read my work out to a group with confidence and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear
	I can read my work aloud with confidence using the tone of my voice to make the meaning clear		

Vocabulary, Grammar and Punctuation

Early Years Foundation Stage			
Speaking			
They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.			
Year 1	Year 2	Year 3	Year 4
I can add s or es to words to make them plurals e.g. dogs, wishes	I can make new words by adding ness – and –er at the end of a words	I can create new words using a range of prefixes including super -, anti-.	I can explain the difference between the plural and possessive 's'

I can add ing- and er- to the end of a word to make a new word	I can make new words by putting two words together e.g. whiteboard	I can understand when to use a – or an- in front of a word	I can use the correct form of a verb inflection e.g. we were instead of we was
I can show you how un- added to the beginning of a word can change its meaning	I can add ful-, and less-, to the end of a word e.g. helpful, helpless	I can identify word families based on root words e.g. solve, solution, dissolve, insoluble	I can make my writing interesting by using adjectives and other descriptive methods
I can put words together to make sentences	I can add these letter groups to the end of words –er, -est, -ly	I can talk about time, place and cause using words like before, after, while, so because , then, next, soon, therefore	I can use an adverbial phrase at the start of a sentence e.g., Later that day, I heard the bad news
I can use joining words like ‘and’	I can use these words in my writing: when, if, that, because, or , but	I can use paragraphs	I can use paragraphs to organise ideas around a theme
I can use spaces between words	I can use description in my writing e.g. the blue butterfly	I can use headings and subheadings	I can use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated
I can use capital letters and full stops	I can tell if a sentence is a question, command, exclamation or a statement	I can use the present perfect form of verbs e.g. He has gone out to play	I can use inverted commas and other punctuation to indicate direct speech
I can sometimes use question marks and exclamation marks	I can use the correct tense in my writing	I can use speech marks correctly sometimes	I can use apostrophes to mark plural possession e.g. the girls’ names
I can use capital letters for names, places, the days of the week and the word I	I can use the correct verb form to indicate action in progress in the present time or in the past e.g. she is drumming, he was shouting	I can understand what the following words mean; word family, prefix, clause, subordinate clause, direct speech, consonant, vowel inverted commas	I can use commas after adverbials at the beginning of a sentence.
I can explain what these words mean; capital letter, letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark	I can use capital letters and full stop to show where sentences start and end I can use question marks and exclamation marks appropriately		I can understand and use the following terms; determiner, pronoun, possessive pronoun and adverbial
	I can use commas when I am writing a list		
	I can explain what these words mean; noun, noun phrase, comma statement, question, exclamation,		

	command, suffix, adjective, adverb, tense (past and present), apostrophe		
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Transcription – Spelling National Curriculum Spelling supported by Rising Stars spelling resources

Early Years Foundation Stage			
Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words.			
Year 1	Year 2	Year 3	Year 4
I can break down spoken words into their sounds and spell some correctly	I can break down spoken words into their sounds and write them mostly correctly and make good attempts at spelling words I do not know	I can use the prefixes un - dis - mis re - pre	I can use the prefixes in, im, il, ir, sub, inter, super, anti, auto
I can spell words containing each of the letter sounds I have been taught	I can learn new spellings by using words I already know how to spell	I can add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred	I can understand and add the suffixes ation, ous
I can point out or write the 40 or more letters or groups of letters I have been taught when I hear them	I can spell many common exception words	I can use the suffix ly	I can add endings which sound like shun spelt tion, sion, ssion, cian e.g invention, discussion, tension
I can spell a few common exception words	I can spell most common exception words	I can spell words with endings sounding like zh and ch e.g. treasure	I can spell words ending with the g sound spelt gue and the k sound spelt que e.g. rogue, tongue, antique, unique
I can spell some common exception words	I can spell some words which have been shortened	I can spell words which with endings which sound like zhun e.g, division, decision	I can spell words which sound the same but have different meaning accept/except, affect/effect, ball bawl
I can spell the days of the week	I can spell most words that have been shortened	I can spell words which sound the same but have different meanings e.g. brake/break, fair/fare, grate/great	I can spell more complex words that are often misspelt e.g.caught, occasionally, interest
I can name the letters of the alphabet in order	I can spell words which use an apostrophe to show possession e.g. the girl's book	I can spell words which are often misspelt	I can spell words with the s sound spelt sc e.g. science, scene

I can name the letters of the alphabet using letter names to distinguish between alternative spelling of the same sound	I can spell words that sound the same but are spelt differently e.g. buy, by, bye	I can spell words containing the l sound spelt y elsewhere than at the end of the word e.g. gym, myth	I can use apostrophe correctly in words with regular plurals e.g. boys', girl's and in words with irregular plurals e.g. children's
I know the plural rule and can use s and es in the right place	I can add the endings ment, ness, ful, less, ly, to some longer words	I can spell words containing the u sound spelt ou e.g. young, touch, double	I can use the first three or four letters of a word to check its spelling in a dictionary
I can add un to the start of a word to make a different word	I can add the endings ment, ness, ful, less, ly, to most longer words	I can spell words with K sound spelt ch e.g. scheme, school, echo	I can write accurately sentences from memory dictated by the teacher that include words and punctuation taught so far
I can add in, ed, er and est to the end of a word to make a new word e.g. helping, helped, helper	I can use simple spelling rules	I can spell words with the sh sound spelt ch e.g. chef, machine	
I can use simple spelling rules	I can write the correct spelling and punctuation in the simple sentences I hear my teacher say	I can spell words with ay spelt ei, eigh, or ey e.g. eight, they	
I can write the correct spellings in simple sentences I hear my teacher say		I can use the first two or three letters of a word to check its spelling in a dictionary	
		I can write from memory simple sentences dictated by the teacher that includes words and punctuation I already know	

Handwriting - using the Nelson Handwriting Scheme

Early Years Foundation Stage			
Physical Development			
They handle equipment and tools effectively, including pencils for writing.			
Year 1	Year 2	Year 3	Year 4
I can sit correctly at a table holding a pencil comfortably and correctly	I can write lower case letters that are all the same size in some of my writing	Can use more of the diagonal and horizontal strokes I need to join letters and know which letters when they are next to one another are best left unjoined	

I can write most lower case letters correctly	I can write lower case letters that are all the same size in most of my writing	I can write so most of my letters are easy to read, all the same way up and the same size.	
I can write lower case letters in the correct direction, starting and finishing in the right place	I can use the diagonal and horizontal strokes I need to join letters in some of my writing	My writing is spaced properly so that my letters don't overlap	
I can write capital letters	I know which letters when joined are best left unjoined		
I can write numbers 0-9	I can write capital letters and numbers the right way up, the correct size relative to each other and lower case letters		
I can see which letters belong to which handwriting families	I can use spacing between words that fits with the size of the letters		