

Writing checklist and progression of skill document

EYFS

Writing checklist	Topics
<p>3&4 Year olds</p> <p>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</p>	<p>Overarching topic:</p> <ul style="list-style-type: none">- Can you read me a story?<ul style="list-style-type: none">• Handwriting• Name Writing• Labels• Lists• Speech bubbles• Simple Sentences• Simple Instructions• Narrative - retell
<p>Reception</p> <p>Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense</p>	
<p>ELG</p> <p>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.</p>	

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Year 1

Writing checklist	Topics
<p>Form my letters correctly. I know how to use ascenders, short letters and descenders. Sit my letters on the line.</p> <p>Write a caption</p> <p>Say my sentence</p> <p>Use finger spaces to separate words</p> <p>Use a capital letter at the start of my sentence.</p> <p>Use a full stop at the end of my sentence.</p> <p>Put my finger under each word to help me remember my sentence and to check that I haven't missed out a word.</p> <p>To use a capital letter for the personal pronoun I.</p> <p>Spelling Year 1 CEW</p>	<p>Bright lights, big city</p> <p>Winter</p> <p>Narrative</p> <ul style="list-style-type: none"> - Re-tell - Postcard - Recount
<p>Use time adverbs at the start of my sentence (First, Next, Then, After that, Finally)</p> <p>Use openers at the start of my sentence (He, She, It, The, They)</p> <p>Use and to join 2 sentences together</p> <p>Use an opener (he, she, it, they, the etc) after an opener.</p> <p>I can use a question mark at the end of a sentence. I use the question openers Will and What.</p> <p>Spelling Year 1 CEW</p>	<p>Dinosaur planet</p> <p>Muck, mess and mixtures</p> <p>Instructions</p> <p>Narrative</p> <ul style="list-style-type: none"> - Re-tell - Own story <p>Poetry</p>
<p>Can use exclamation marks at the end of my exciting sentence.</p> <p>Use the exciting openers Quickly, Suddenly and As quick as a flash Can use capital letters for names, places and days of the week.</p> <p>Use suffixes "s and es"</p> <p>Use the prefix "un"</p> <p>Use the suffies "ing, ed, er, est"</p> <p>Can use spelling patterns to spell some unknown words</p>	<p>Wriggle and Crawl</p> <p>Beach Combers</p> <p>Explanation</p> <p>Non-chronological report</p> <p>Narrative</p> <p>Poetry</p>

Spell the Year 1 CEW words correctly.

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Year 2

Writing checklist	Topics
<p>Know that a sentence has a capital letter, full stop, finger spaces and makes sense</p> <p>Use time adverbs at the start of my sentences (First, Next, Then, After that, Soon, Later, At last, Finally)</p> <p>Use conjunctions (but & and)</p> <p>Use openers at the start of my sentence (He, She, It, They, The, Everyone, Sometimes, In the distance, Far away)</p> <p>Use a ? (Will, What, Where, Why, Who)</p> <p>Use adjectives</p> <p>Use expanded noun phrase to add more detail. (Adjective noun · adjective, adjective noun)</p> <p>A use an imperative verb at the start of a command statement</p> <p>Use an exclamation mark at the end of exciting sentence. (Instantly, Without warning)</p> <p>I can identify and write command statement.</p> <p>I can use commas in a list.</p> <p>Suffixes ed, ing, ly</p>	<p>Bright lights, big city</p> <p>Winter</p> <p>Narrative</p> <ul style="list-style-type: none">- Re-tell- Postcard- Recount <p>Instructions</p>
<p>To spell words with the suffixes, -ly; (-ment; -ness; -full; -less; -ed; -ing)</p> <p>Use an -ly adverb.</p> <p>I can identify and use an exclamation mark when writing an exclamation sentence (What, How).</p> <p>Use the past and present tense correctly</p> <p>Use conjunctions (because, when, if, but, that, or)</p> <p>Homophones</p>	<p>Dinosaur planet</p> <p>Muck, mess and mixtures</p> <p>Instructions</p> <p>Narrative</p> <ul style="list-style-type: none">- Re-tell- Own story <p>Poetry</p>
<p>Use question marks to interest the reader Who, When, Where, Why).</p> <p>Use apostrophes to show contractions.</p>	<p>Wriggle and Crawl</p> <p>Beach Combers</p> <p>Explanation</p>

Use apostrophes to show possession.

Non-chronological report
Narrative
Poetry

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Year 3

Writing checklist	Topic
<p>Using tense accurately most of the time</p> <p>Using verb tenses correctly most of the time (was/were) (is/are)</p> <p>Expanded noun phrases (ENP) with 2 adjectives.</p> <p>Understanding what a noun, adjective, verb, adverb means</p> <p>Write compound sentences by including mid-sentence conjunctions (or, and, but, so, yet)</p> <p>Use a comma before some mid-sentence conjunctions (or, but, so)</p> <p>Beginning to extend sentences to add more detail by using a variety of subordinating conjunctions (when, if, because, before, after) at the beginning of the sentence</p> <p>Prepositions as openers</p> <p>Using more powerful verbs (stare, tremble, slither, crawl)</p> <p>Use a comma between two adjectives in a noun phrase.</p> <p>To use an adverbs as an opener (carefully, slowly, calmly)) at the beginning of a sentence / Adverbs for time (lately, recently, occasionally, usually) or (today, tomorrow, yesterday)</p>	<p>Best of Britain-heros and villains Gods and Mortals</p> <p>See Year 4</p>
<p>Use inverted commas to mark speech to show where the speech begins and ends.</p> <p>Beginning to extend sentences by using a variety of subordinating conjunctions (when, if, because, before, soon, after, during, while)</p> <p>Prepositions for time (in, at, on) Prepositions for place in instructions (beside, in, behind, between, on, below, in front of, next to, above) Prepositions for cause (due to, because of, as a result of)</p> <p>use a , an ! and a ? before the closing inverted comma.</p>	<p>Scrumiddlyumptious Blue Abyss</p>

<p>Use the rules of speech correctly</p> <p>I use Other verbs for said (whispered, moaned, shouted, asked)</p> <p>I have a reporting clause at the end.</p> <p>I am beginning to use an adverb after my reporting clause.</p> <p>Use an ellipse to build suspense (keep the reader hanging on).</p> <p>Use similes to add description to the writing</p> <p>Beginning to use fronted adverbials as sentence openers (How, when and where something happen</p> <p>Beginning to use fronted adverbials as sentence openers followed by a comma (How, When and Where something happens)</p> <p>Identify fronted adverbials.</p> <p>To use an adverbs for cause(how) (cheerfully, elegantly,)</p> <p>To use Onomaetopia</p>	
<p>Accurately place the possessive apostrophe in words with regular plurals (girls', boys')</p> <p>Beginning to use metaphors</p> <p>Use the present perfect tense:</p> <p>Use the present perfect form of verbs to describe an action that started in the past and is still continuing in the future. E.g. I have lived in the United States since 1990. It has rained a lot this month.</p>	<p>Misty Mountains Potions</p>

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Year 4

Writing checklist	Topic
<p>Use fronted adverbials for manner (quickly, bravely) , how often (often), place (under the stairs), how (somewhat flustered) and when (later that day)</p> <p>Use a comma after fronted adverbials</p> <p>Use adverbs (not ending in -ly) and for time (lately, recently, occasionally, usually, afterwards, before, often)</p> <p>Use adverbs for place (inside, outside, up, down, wherever, below, above, away) and adverbs for cause (cheerfully, elegantly, gracefully, cruelly, nervously, sadly, anxiously, cautiously, frantically, inquisitively)</p> <p>Use adverbs in the middle of a sentence and at the end of a sentence</p> <p>Choose where the adverb is best suited and begin to use more interesting adverbs Fronted adverbials</p> <p>Use the most appropriate nouns and pronouns ENP with modifiers</p> <p>Use more interesting similes and use similes as sentence openers</p> <p>Begin to use more interesting metaphors</p> <p>Beginning to use personification</p> <p>Beginning to use show me don't tell me to build suspense to introduce my dilemma in a story Short sentences to move events on quickly in a story.</p> <p>Indicate possession by using the possessive apostrophe with plural nouns (words that don't follow the main rule) children's, women's, men's.</p>	<p>Best of Britain-heros and villains Gods and Mortals</p> <p>Recount Non-chronological reports Narrative – alternative fairy tale Diary writing Letter Instructions</p>
<p>Extend sentences to add more detail by using a variety of subordinating conjunctions (when, if, because, before, after, during, while, although, even though) at the start and in the middle of a sentence.</p> <p>Use a subordinating conjunction at the start of a sentence and mark the subordinating clause with a comma.</p> <p>Use prepositions at the beginning of a sentence Prepositions for time (in, at, on, after, since, until, about)</p>	<p>Scrumdilyumptious Blue Abyss</p> <p>Recipes Non chronological report Dilemma stories</p>

<p>Use prepositions for place (beside, in, behind, between, on, below, in front of, next to, above, through, across, beneath, toward, beyond)</p> <p>Use prepositions for cause (due to, because of, as a result of, owing to, consequently, on account of)</p> <p>Use preposition in the middle of a sentence</p> <p>Use a reporting clause for said at the end of speech with an adverb (softly)</p> <p>To include direct speech in stories, but change where the reporting clause is in the sentence.</p> <p>Use a reporting clause for said before the speech</p> <p>To mark the reporting clause (who said it) with a comma when it's not at the end of the sentence.</p> <p>Use powerful verbs for said (hollered, screeched, replied...) New line new speaker</p> <p>Use speech to show a conversation. Punctuating speech consistently and accurately and beginning using 3-part speech (what they said, who said it and how they said it adverb)</p> <p>Using commas to separate clauses.</p>	<p>Biographies Persuasive writing</p>
<p>Use the present perfect form of verbs to describe an action when time was not an important aspect. E.g. She has lost her wedding ring.</p> <p>Use the present perfect form of verbs to describe an action that was completed in the recent past. E.g. I have just finished my internship at the museum.</p> <p>Use the present perfect form of verbs to describe an action that is being repeated between the past and the present. E.g. We have gone to the beach many times</p>	<p>Misty Mountains Potions</p> <p>Explanations Narrative Instructions Non-chronological reports Letter</p>

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Year 5

Writing checklist	Topic
<p>Using expanded noun phrases including ambitious word choices and a prepositional phrase.</p> <p>Be confident with previous tense work from other years. Using verb tenses consistently and correctly through a piece of writing.</p> <p>Identify simple past, present and future tenses, as well as the perfect form of each. Identify the differences between each tense and use them correctly within their writing</p> <p>Identify simple past, present and future tenses, as well as the perfect form of each.</p> <p>Indicating degrees of possibility using adverbs (for examples: perhaps, surely).</p> <p>Use adverbs of time e.g. simultaneously, since and presently Use adverbs of place e.g. beyond the ..., near this location and further into</p> <p>Use adverbs of frequency: rarely, occasionally and every so often.</p> <p>Use adverbs of exception: despite this, aside from and with the exception of</p> <p>Use adverbs to indicate cause and effect: subsequently, consequently and therefore</p> <p>Use adverbs of contrast: on other hand, on the contrary and nevertheless</p> <p>Use adverbs for clarification: in essence, to illustrate this and for instance Use adverbs for emphasis or addition: furthermore, primarily and moreover</p> <p>Fronted Adverbials (ISPACE)</p> <p>Simile as a sentence starter. Use similes, metaphors, onomatopoeia, idioms, alliteration and personification.</p>	<p>Time Traveller: Text: Tom's Midnight Garden Explanation leaflet Adventure story Letter writing</p> <p>Star Gazers: Text: Cosmic WW1 poetry Newspaper report Story setting and plot - moon myths</p>

<p>Use the full range of relative pronouns: who, which, where, when, whose to make relative clauses. Subordinate conjunctions – (e.g. despite, in order to, supposing, although, even though)</p> <p>Use the Past Perfect Tense to describe completed events of the past which happened before another action took place using had + ed (She had just started her tea when we arrived). I had played tennis.</p> <p>Use the past perfect form in writing.</p> <p>Know that the future perfect form describes something that will happen at some time in the future, before another action. It is formed using will have followed by a past participle. For example: She will have fallen again before we replace the carpet. Use the future perfect form in their writing.</p>	
<p>Use show don't tell to convey character's emotions and build suspense</p> <p>To use short sentences to build suspense</p> <p>Linking ideas across paragraphs using a wide range of cohesive devices, grammatical connections (for example the use of adverbials such as: on the other hand, in contrast or as a consequence)</p> <p>To know the difference between direct and indirect speech being able to write examples of both</p> <p>Use simple devices to structure the writing and support the reader (e.g. headings, subheadings, bullet points)</p> <p>Use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p>	<p>Frozen Kingdom Text: Ice Trap Cinquain poetry Fact files Discussion –considering 2 sides – linked to environmental issues</p> <p>Revolution Text: Street Child Narrative with dialogue Biography Diary</p>

Use an embedded, relative clause with commas. Adding a comma to clarify meaning or avoid ambiguity. Using commas with subordinate clauses. Using a semi-colon in-between two independent clauses. Including a complex sentence which starts with a subordinating conjunction and consistently marking the subordinating conjunction with a comma. Add a comma to avoid ambiguity and change the meaning of a simple, single clause sentence. Add a comma to avoid ambiguity and change the meaning of a single clause sentence with adverbials. Add a comma to avoid ambiguity and change the meaning of a multi-clause sentence that also contains other forms of punctuation for parenthesis. Use brackets to indicate parenthesis in a simple sentence. Use dashes to indicate parenthesis in a simple sentence. Use commas to indicate parenthesis in a simple sentence. Indicate parenthesis in a complex sentence. Write a list using colons and semi-colons where the listed items use commas for clarification. Is this repeated in year 6? Suggestion? Use a colon to introduce a list within a sentence. Use a colon to introduce a list marked with bullet points in non-fiction. With support, sometimes propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning. Independently propose appropriate changes to vocabulary, grammar and punctuation to clarify meaning.

Hola Mexico
Text: Holes
Suspense – mystery
Non chron
Film review

Allotment
Text: Secret garden
Familiar setting
Interview
Classic poetry

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Year 6

Writing checklist	Topic and Genres
<p>Identify and use all tense types from previous years, accurately. Begin to understand the difference between using 'was' and the subjunctive form 'were. Know that using the subjunctive form 'were' in the above ways indicates formal writing. Recognise and use subjunctive form in their writing when instructing an order or request, hypothetical or wish.</p> <p>Recognise the passive form of an active verb in a sentence. A 'active' verb follows the usual pattern of subject, verb, object. Know that the passive form is used to change the presentation of a sentence and know that the person, place or thing that would normally be the object of the active sentence becomes the subject with the use of the past participle of the verb and an auxiliary verb.</p> <p>Confident in identifying verbs in sentences.</p> <p>Using the passive form in their formal writing and how it can be interchangeable. Explain how the passive form of an active verb changes the subject and object in the sentence. Know how an active sentence contrasts with the passive version. To use both voices to show variation in their writing.</p> <p>To use a range of adverbs for time; place; frequency; exception; cause and effect; contrast; clarification; and emphasis and addition with accuracy.</p> <p>Using expanded noun phrases within a complex sentence and multi clause sentence with a variety of structures.</p>	<p>Time Traveller Star Gazers</p> <p>As Year 5</p>

Rehearse suspense sentences using sentences of three to build tension and embedded clauses; contrast with rhetorical questions and short sentences. Choose when to use similes, metaphors, onomatopoeia, idioms, alliteration and personification and use for effect.

I can use the passive voice.

Begin to understand the difference between using 'was' and the subjunctive form 'were'. Know that using the subjunctive form 'were' in the above ways indicates formal writing. Recognise and use subjunctive form in their writing when instructing an order or request, hypothetical or wish.

Recognise the passive form of an active verb in a sentence. (examples?)

To use both voices to show variation in their writing.

Use bullet points to organise facts and questions. Punctuate with accuracy and consistency. Use bullet points to organise facts, questions, listing equipment and resources. Use : and ; in a list of items. Punctuate with accuracy and consistency. NC - using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]. Use a wide range of devices e.g. headings, sub-headings, columns, bullet points, diagrams, charts, graphs, glossary, footnotes, fact boxes, references, index to create well organised and presented pieces of work.

Considering more formal adverbs for cohesion in non-fiction texts e.g. using specifically, specially, significantly, more importantly) to emphasis information. Developing subject-verb inversion after fronted adverbials of place for example: over the fields, through the forests and beyond the river flew the silver dragon.

Use commas within complex and multi clause sentences Adding a comma to clarify meaning or avoid ambiguity. Choosing when to use brackets, dashes and commas to form embedded relative clauses within sentences. Use different clause structures in my writing. Using the full range of subordinating and coordinating conjunctions Using the full range of relative pronouns. Choosing when to use a semi-colon or coordinating conjunction.

Frozen Kingdom
Revolution

<p>To recognise the subjunctive form; know that certain verbs and expressions require a different verb form; know that a subjunctive verb does not change for I/you/he/they/etc; give advice using the subjunctive structure, “If I were you, I would...”; Use dialect and considered word choices for the development of character.</p> <p>Create a sentence with hyphens to avoid ambiguity. Includes hyphens between two words. Create a sentence with hyphens to avoid ambiguity. Includes hyphens between two words and within single words. Create a sentence using both the given hyphenated and unhyphenated form of words in the correct context. - Use parenthesis to add extra information to complex sentences.</p>	
<p>Use parenthesis to add extra information to complex sentences. Includes the use of additional punctuation for fronted adverbials and commas in a list. Write a list using colons and semi-colons where the listed items use commas for clarification. Write a list using colons and semi-colons where the listed items use commas for further lists or clarification and may use other punctuation to add parenthesis. Use a semi-colon to join two independent clauses correctly. Create a sentence with a colon and two clauses. Use dashes to insert extra information in sentences with up to two clauses. Write a multi-clause sentence, which uses two types of punctuation.</p>	<p>Scream Machine Allotments</p>