



Three Legged Cross First and Nursery School Progression of Skills and Knowledge for Writing

We follow a Mastery approach to English through the programme 'Pathways to Write.' Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for writing. Skills are built up through repetition within the units, and children apply these skills in the writing activities provided. Many opportunities for widening children's vocabulary are given through the Pathways to Write approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary.

EYFS	Year 1	Year 2	Year 3	Year 4
Give meaning to the marks they draw, write and paint Begin to break the flow of speech into words Continue a rhyming string Hear and say the initial sounds in words Segment the sounds in simple words and blend them together Link sounds to letters, naming and sounding the letters of the alphabet Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence Write own name and other things such as labels, captions Attempt to write short sentences in meaningful contexts Use phonic knowledge to write words in way which match their spoken sounds Spell some common irregular words Write simple sentences which can	Use plural noun suffixes -s and -es Add suffixes to verbs where no change is needed to the root Change the meaning of verbs and adjectives by adding the prefix un- Combine words to make sentences Leave spaces between words Join words and clauses using <i>and</i> 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>I</i> Use simple description Spell words containing phonemes already taught Spell common exception words Make phonically plausible attempts to spell words that have not yet been learnt Say out loud what is going to be written about Compose a sentence orally before	Form nouns and adjectives using suffixes Add -er and -est to adjectives Add -ly to turn adjectives into adverbs Use punctuation correctly: full stops, capital letters, exclamation marks, question marks Use punctuation correctly: commas for lists Use punctuation correctly: apostrophes for contracted forms Use punctuation correctly: apostrophes for the possessive (singular) Write sentences with different forms: statement, questions, exclamation, command Use expanded noun phrases to describe and specify Use present and past tenses correctly and consistently Use the progressive form of verbs in the present and past tense Use	Use adverbs to express time, place and cause Use prepositions to express time, place and cause Use conjunctions to express time, place and cause (when, before, after, while, so because) Use inverted commas to punctuate direct speech Group related ideas into paragraphs Use the present perfect form of verbs in contrast to the past tense Build an increasing range of sentence structures Form nouns with a range of prefixes Use a or an according to whether the next word begins with a vowel or consonant Build a varied and rich vocabulary In narratives, create settings, characters and plot In non-narrative, use simple organisational devices, such as	Recognise the grammatical difference between plural and possessive 's' Use Standard English forms for verb inflections 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 Expand noun phrases by the addition of modifying adjectives, nouns and propositional phrases Use fronted adverbials Use commas after fronted adverbials Indicate possession by using the possessive apostrophe with plural nouns

be read by themselves and others Write phonetically plausible words	writing it Sequence sentences to form short narratives Re-read what they have written to check that it makes sense Discuss what has been written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher	sub-ordination (using when, if, that or because) Use co-ordination (using or, and so, but) Use homophones and near homophones Write narratives about personal experiences and those of others (real or fictional) Write about real events Write poetry Write for different purposes Plan or say aloud what is going to be written about Write down ideas, key words, new vocabulary Encapsulate what is to be written, sentence by sentence Make simple additions, revisions and corrections Evaluate 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 Proof-read to check for errors in spelling, grammar and punctuation Read aloud with intonation	headings and sub-headings, to aid presentation Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Compose and rehearse sentences orally Assess the effectiveness of own and others' writing Propose changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Use inverted commas and other punctuation to punctuate direct speech Organise paragraphs around a theme Build a varied and rich vocabulary Use present and past tenses correctly and consistently, including the progressive form and the present perfect form Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Compose and rehearse sentences orally Build an increasing range of sentence structures In narratives, create settings, characters and plot In non-narrative material, use simple organisational devices Assess the effectiveness of own and others' writing Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.
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Handwriting				
EYFS	Year 1	Year 2	Year 3	Year 4
Draws lines and circles using gross motor movements. Holds pencil between thumb and	Sit correctly at a table, holding a pencil comfortably and correctly	Form lower-case letters of the correct size relative to one another	Use the diagonal and horizontal strokes that are needed to join letters and understand which	Use the diagonal and horizontal strokes that are needed to join letters and understand which

two fingers, no longer using whole-hand grasp. Holds pencil near point between first two fingers and thumb and uses it with good control. Can copy some letters, e.g. letters from their name. Shows a preference for a dominant hand.	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' (i.e. letters that are formed in similar ways) and practise these.	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 Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting	letters, when adjacent to one another, are best left unjoined Is able to maintain fluency of writing and has sufficient stamina for typical written tasks Can correctly join letters in accordance with the school's agreed style Increase the legibility, consistency and quality of their handwriting
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