Leen Mills Writing, Grammar, Spelling and Punctuation Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Whole Word Spelling	Learn to spell words by identifying the sounds and then writing the sound with letter/s.	• words containing each of the 40+ phonemes taught • common exception words • 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	• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning 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 • learning to spell common exception words • distinguishing between homophones and near-homophones	**Using the Spelling Shed Scheme backed up with No Nonsense Spelling activities.** • spell further homophones • spell words that are often misspelt (Appendix 1)		**Using the Spelling Shed Scheme backed up with No Nonsense Spelling activities.** • 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	
Other Word		• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs	• learning the possessive apostrophe (singular) • learning to spell more words with contracted forms	**Using the Spelling Shed Scheme backed up with No Nonsense Spelling activities.** • 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		**Using the Spelling Shed Scheme backed up with No Nonsense Spelling activities.** • 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	

		• using the prefix un– • using –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	• add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly apply spelling rules and guidelines from Appendix 1	• use the first 2 or 3 letters of a word to check its spelling in a dictionary	check spelling, meaning or both of these in a dictionary
Transcription	Learn to write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.		Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	
Handwriting	• Learn to form lower-case and capital letters correctly. • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.	**Using cursive handwriting style where all lower case letters start on the line.** • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case	**Using cursive handwriting style where all lower case letters start on the line.** • form lower-case letters of the correct size relative to one another • start using some of the	**Using cursive handwriting style where all lower case letters start on the line.** • 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	**Using cursive handwriting style where all lower case letters start on the line.** • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task

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	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 to practise these • leaving spaces between words	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.		
Contexts for Writing	Invent, adapt and recount narratives and stories with peers and their teacher		• writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes	**Using the Write Stuff approach** • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar	**Using the Write Stuff approach** • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

Planning for Writing		• saying out loud what they are going to write about composing a sentence orally before writing it	• planning or saying out loud what they are going to write about	**Using the Write Stuff approach** • discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	**Using the Write Stuff approach** • noting and developing initial ideas, drawing on reading and research where necessary
Drafting for Writing		• sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense	• writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence	**Using the Write Stuff approach** • organising paragraphs around a theme • in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices	**Using the Write Stuff approach** • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs using further organisational and presentational devices to structure text

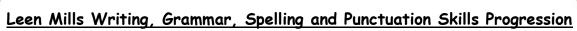|					and to guide the reader
Editing	Learn to re-read what they have written to check that it makes sense.	• discuss what they have written with the teacher or other pupils	• evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation	**Using the Write Stuff approach with editing stations** • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proofread for spelling and punctuation errors	**Using the Write Stuff approach with editing stations** • assessing the effectiveness of their own and others' writing • proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning • ensuring the consistent and correct use of tense throughout a piece of writing • ensuring 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 errors
Performing Writing	• Perform songs, rhymes, peoms and stories with others, and – when appropriate – try to move in time with the music. • Make use of props and materials when role playing	read their writing aloud clearly enough to be heard by their peers and the teacher.	read aloud what they have written with appropriate intonation to make the meaning clear	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.	perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.

	characters in narratives and stories.						
Vocabulary	**Using Rainbow Grammar** Learn to join words and phrases with 'and'.	**Using Rainbow Grammar** • joining words and joining clauses using "and" and "but" • using adverbs for time and place	**Using Rainbow Grammar** • expanded noun phrases to describe and specify • joining words and clauses using "so" and "or" • extending the range of sentences with more than one clause by using a wider range of conjunctions, including <u>when, if, because, that</u> • using adverbials of direction	**Using the Write Stuff approach and Rainbow Grammar** • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause (and place) • using adverbials of manner and duration • using connecting adverbials • using subordinating conjunctions (Y3 <u>after, although, as, before, while</u>; Y4 <u>as soon as, by the time, just as, so that</u>)		**Using the Write Stuff approach and Rainbow Grammar** • use a thesaurus • using expanded noun phrases to convey complicated information concisely using modal verbs or adverbs to indicate degrees of possibility • using connecting adverbials (Y5 nonetheless and Y6 still) using subordinating conjunctions (Y5 <u>as, even though, now that, unless, until, whenever</u> and Y6 <u>in case, once, provided that, since, whereas</u>)	
Grammar	**Using Rainbow Grammar** Learning to write simple sentences (subject + predicate + full stop) Learning to join words and phrases using 'and'.	**Using Rainbow Grammar** • writing simple sentences (subject+predicate+ end of sentence punctuation) • regular plural noun suffixes (-s, -es) • verb suffixes where	**Using Rainbow Grammar** • sentences with different forms: statement, question, exclamation, command	**Using the Write Stuff approach in conjunction with Rainbow Grammar, Spelling Shed and No Nonsense Spelling** • using the present perfect form of verbs in contrast to	**Using the Write Stuff approach in conjunction with Rainbow Grammar, Spelling Shed and No Nonsense Spelling** • using fronted adverbials • difference between	**Using the Write Stuff approach in conjunction with Rainbow Grammar, Spelling Shed and No Nonsense Spelling** • using the perfect form of verbs to mark relationships	**Using the Write Stuff approach in conjunction with Rainbow Grammar, Spelling Shed and No Nonsense Spelling** • recognising vocabulary and structures that are

	root word is unchanged (-ing, -ed, -er) • un- prefix to change meaning of adjectives/adverbs • to combine words to make sentences, including using and • Sequencing sentences to form short narratives using simple and compound sentences • separation of words with spaces • sentence demarcation (. ! ?) • capital letters for names and pronoun 'I') • using adverbs for time and place	• the present and past tenses correctly and consistently including the progressive form • subordination (using when, if, that, because) and co-ordination (using or, and, so, but) • some features of written Standard English • suffixes to form new words (-ful, -er, -ness) • sentence demarcation • commas in lists • apostrophes for omission & singular possession • writing dialogue • using adverbials of direction	the past tense • form nouns using prefixes (super-, anti-) • use the correct form of 'a' or 'an' • word families based on common words (solve, solution, dissolve, insoluble) • using adverbials of manner and duration • using connecting adverbials (however) • using subordinating conjunctions <u>after, although, as, before, while</u>	plural and possessive -s • Standard English verb inflections (I did vs I done) • extended noun phrases, including with prepositions • appropriate choice of pronoun or noun to create cohesion • using the coordinating conjunction "yet" • using connecting adverbials (furthermore) • using subordinating conjunctions (<u>as soon as, by the time, just as, so that</u>) • using non-finite clauses use –ed verbs	of time and cause • using relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) relative pronoun • converting nouns or adjectives into verbs • verb prefixes • devices to build cohesion, including adverbials of time, place and number • using connecting adverbials (nonetheless) • using subordinating conjunctions (<u>as, even though, now that, unless, until, whenever</u>) • using non-finite clauses beginning –ing and to-	appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • differences in informal and formal language • synonyms & Antonyms • further cohesive devices such as grammatical connections and adverbials • use of ellipsis • using connecting adverbials (still) • using subordinating conjunctions <u>in case, once, provided that, since, whereas</u>
Pu	**Using Rainbow Grammar**	**Using Rainbow Grammar**	**Using Rainbow Grammar**	**Using the Write Stuff approach in**	**Using the Write Stuff approach in**	**Using the Write Stuff approach in**	**Using the Write Stuff approach in**

			conjunction with Rainbow Grammar	conjunction with Rainbow Grammar	conjunction with Rainbow Grammar	conjunction with Rainbow Grammar
Learning to punctuate sentences with a capital letter and a full stop.	• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'	• learning 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) • using inverted commas for dialogue	• using and punctuating direct speech (i.e. inverted commas)	• using commas after fronted adverbials • indicating possession by using the possessive apostrophe with singular and plural nouns • using and punctuating direct speech (including punctuation within and surrounding inverted commas)	• using commas to clarify meaning or avoid ambiguity in writing • using brackets, dashes or commas to indicate parenthesis • punctuating speech where the reported clause sits between two sentences of dialogue	• using hyphens to avoid ambiguity • using semicolons, colons or dashes to mark boundaries between independent clauses • using a colon to introduce a list punctuating bullet points consistently • punctuating speech where the reported clause sits in the middle of a spoken sentence • using indirect speech
Grammar						
Using Rainbow Grammar letter, capital letter, word, full stop, (subject, predicate)	**Using Rainbow Grammar** letter, capital letter, word, singular, plural, sentence	**Using Rainbow Grammar** noun, noun phrase, statement, question, exclamation, command,	**Using the Write Stuff approach in conjunction with Rainbow Grammar** adverb, preposition conjunction, word	**Using the Write Stuff approach in conjunction with Rainbow Grammar** determiner, pronoun,	**Using the Write Stuff approach in conjunction with Rainbow Grammar** modal verb, relative	**Using the Write Stuff approach in conjunction with Rainbow Grammar** subject, object,

		punctuation, full stop, question mark, exclamation mark, (subject, predicate)	compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma, inverted commas (or 'speech marks'), (subject, predicate)	family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas, (subject, predicate)	possessive pronoun, adverbial, (subject, predicate)	pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, (subject, predicate)	active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, (predicate)

	Sentence Structure (Rainbow Grammar)
EYFS	**Simple:** **Subject** + **Predicate** + **Stop** The moon shone in the sky. *Joining single words and simple phrases using the coordinating conjunction* '*and*': **The night was dark** and **cold**. The boy saw a bat and a ghost.
Year 1	**Simple:** *Building on Foundation* **Subject** + **Predicate** + **Stop** The silver moon shone in the sky. *Using adverbials of time and place:* The moon shone one night. One night the moon shone. *Using coordinating conjunction 'and' to join two subjects:* **Subject** + **and** + **Subject** + **Predicate** + **Stop** The boy and his dog entered the old house. **Compound:** *Coordinating conjunctions* '*and/ but*' *link 2 main clauses:* **Subject** + **Predicate** + **and/ but** + **Subject** + **Predicate** + **Stop** The boy pushed the gate but the boy couldn't open it. The boy pushed the gate but couldn't open it.
Year 2	**Simple:** *Building on Year 1:* **Subject** + **Predicate** + **Stop** The round, silver moon shone in the dark sky. *Using adverbials of direction:* **Adverbial** + **Subject** + **Predicate** + **Stop** Across the sky the bat flew. **Compound:** *Coordinating conjunctions* '*or/ so*': **Subject** + **Predicate** + **or/so** + **Subject** + **Predicate** + **Stop** The grey clouds covered the silver moon, so the night turned black. **Complex:** *Subordinating conjunctions because/ if/ when/ that:* **Subject** + **Predicate** + **Subordinate clause** + **Stop** Soft light covered everything when the pale moon shone brightly. **Dialogue:** **Dialogue** + **Subject** + **Predicate** + **Stop** "It's dark tonight" James said.
Year 3	**Simple:** *Building on Year 2:* The round, silver moon shone brightly in the damp, dark sky. *Using adverbials of manner and duration:* **Adverbial** + **Subject** + **Predicate** + **Stop** Throughout the night, the moon shone. *Using connecting adverbials:* **Adverbial** + **Subject** + **Predicate** + **Stop** However, the moon shone. **Compound:** *Pattern of three - coordinating conjunctions* '*and*' *(comma takes the place of first 'and'):* **Subject** + **Predicate** + **Predicate** + **and** + **Predicate** + **Stop** The boy took the old key, unlocked the gate and walked through. *Pattern of three - coordinating conjunctions* '*and*': **Subject** + **Subject** + **and** + **Subject** + **Predicate** + **Stop** Slippery mosses, dying weeds and creeping insects covered the old path. *Building on Year 2:* **Subject** + **Predicate** + **coordinating conjunction** + **Subject** + **Predicate** + **Stop** Slippery mosses covered the old path and creeping insects swarmed all over them. **Complex:** *Building on Y2, using subordinating conjunctions* *after/ although/ as/ before/ while:* **Subject** + **Predicate** + **Subordinate clause** + **Stop** The pale moon shone brightly before the clouds covered it. *Using subordinating conjunctions* *after/ although/ as/ before/ while:* **Subordinate clause** + **Subject** + **Predicate** + **Stop** Before the clouds covered it, the pale moon shone brightly. **Non-finite Verb (-ing)** + **Subject** + **Predicate** + **Stop** Glowing, the pale moon drifted behind the clouds.

Year 4	**Simple:** *Building on Year 3:* **Subject** + **Predicate** + **Stop** The pale moon in the damp dark sky cast a sickly glow. *Using connecting adverbials:* **Adverbial** + **Subject** + **Predicate** + **Stop** Furthermore, the moon shone. **Compound:** *Pattern of three - coordinating conjunctions 'and/ but/ so/ yet':* **Subject** + **Predicate** + cc + **Predicate** + cc + **Predicate** + **Stop** The gates were covered in rust and hadn't been unlocked so creaked noisily. *Coordinating conjunction 'yet':* **Subject** + **Predicate** + yet + **Subject** + **Predicate** + **Stop** The moon shone brightly yet the sky darkened. *Pattern of three:* **Subject** + **Predicate** + **Subject** + **Predicate** + **coordinating conjunction** + **Subject** + **Predicate** + **Stop** The dark cloud drifted across the moon, the stars faded and the night sky darkened. **Complex:** *As Year 3, using subordinating conjunctions: as soon as/ by the time/ just as/ so that:* **Subject** + **Predicate** + **Subordinate clause** + **Stop** The pale moon cast little light by the time midnight had arrived. **Subordinate clause** + **Subject** + **Predicate** + **Stop** By the time midnight had arrived, the pale moon cast little light. **Non-finite Verb (-ed)** + **Subject** + **Predicate** + **Stop** Exhausted, the pale moon faded into darkness. **Dialogue:** **Dialogue** + **Subject** + **Predicate** + **Stop** "It's dark tonight," James said.
Year 5	**Simple:** *Building on Year 4:* **Subject** + **Predicate** + **Stop** The pale moon in the quickly darkening sky cast a sickly glow. *Using connecting adverbials:* **Adverbial** + **Subject** + **Predicate** + **Stop** Nonetheless, the moon shone. **Compound:** **Subject** + **Predicate** ; **Subject** + **Predicate** + **Stop** The silver stars shone in the sky; the clouds covered them. **Complex:** *Using the subordinating conjunctions: as/ even though/ now that/ unless/ until/ whenever* **Subordinate clause** + **Subject** + **Predicate** + **Stop** Even though the darkness prevailed, the pale moon shone brightly. **Subject** + **Predicate** + **Non-finite clause (-ed-ing-to-)** + **Stop** The silver stars shone brightly, winking in the darkness. The silver stars shone brightly, scattered across the night sky. The lonely traveller kept to the shadows to avoid being seen. **Non-finite clause (-ed-ing-to-)** + **Subject** + **Predicate** + **Stop** Glowing softly, the pale moon drifted behind the clouds. Ringed with a silver halo, the pale moon drifted behind grey clouds. To avoid being seen, the lonely traveller kept to the shadows. **Subject** + **Predicate** + **Relative clause** + **Stop** The pale moon hung in the black sky, where bats flitted on dark wings. *Following noun phrases and using the relative pronouns: that, where, which, who, whose* **Subject** + **Relative clause** + **Predicate** + **Stop** The pale moon, which shone brightly, hung in the black sky. **Dialogue:** **Dialogue** + **Subject** + **Predicate** + **Stop** + **Dialogue** + **Stop** "It's dark tonight," the lonely traveller said. "We should be careful."

Year 6

<u>Simple:</u> *Building on Year 5:*

Subject + **Predicate** + **Stop**   A sickly glow was cast by a dying moon.

Using connecting adverbials:

Adverbial + **Subject** + **Predicate** + **Stop**   Still, the moon shone.

<u>Compound</u>:

Subject + **Predicate** ; **Adverbial** + **Subject** + **Predicate** + **Stop**

The pale moon shone in the sky; still, the clouds covered them.

<u>Complex</u>: *Using the subordinating conjunctions: in case/ once/ provided that/ since/ whereas*

Subject + **Subordinate clause** + **Predicate** + **Stop**

The pale moon, since it shone so weakly, cast very little light.

Subject **Non-finite clause (-ed-ing-to-)** + + **Predicate** + **Stop**

The pale moon, winking in the darkness, drifted behind a cloud.

The pale moon, ringed with a silver halo, drifted behind grey clouds.

The lonely traveller, to avoid being seen, kept to the shadows.

Using implied relative pronouns

Relative clause + **Subject** + **Predicate** + **Stop**   Weak and pale, the moon drifted behind a cloud.

<u>Dialogue</u>:

Dialogue + **Subject** + **Predicate** + **Dialogue** + **Stop**

"It's dark tonight," James said, "so we should be careful."

Following the predicate (including for reported speech) and using the relative pronoun: that

Subject + **Predicate** + **Relative clause** + **Stop**

James nervously said that he had never seen the sky so dark.