

# Hardwick Primary School Progression in Writing Skills Framework – Vocabulary, Grammar and Punctuation

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Structure		<ul style="list-style-type: none"> <li>regular plural noun suffixes -s or -es (e.g. dog, dogs; wish, wishes)</li> <li>suffixes that can be added to verbs (e.g. helping, helped, helper)</li> <li>how the prefix unchanges the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</li> </ul>	<ul style="list-style-type: none"> <li>formation of nouns using suffixes such as -ness, -er</li> <li>compound nouns</li> <li>formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found in the spelling appendix)</li> <li>use of the suffixes -er and -est to form comparisons of adjectives and adverbs</li> <li>the use of -ly to turn adjectives into adverbs</li> </ul>	<ul style="list-style-type: none"> <li>formation of nouns using a range of prefixes, such as super-, anti-, auto-</li> <li>use of the forms a or an according to whether the next word begins with a consonant or a vowel (e.g. a rock, an open box)</li> <li>word families based on common words</li> </ul>	<ul style="list-style-type: none"> <li>the grammatical difference between plural and possessive –s</li> <li>standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was, or I did instead of I done)</li> </ul>	<ul style="list-style-type: none"> <li>converting nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify)</li> <li>verb prefixes (e.g. dis-, de-, mis-, over- and re-)</li> </ul>	<ul style="list-style-type: none"> <li>the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. said - reported, alleged, or claimed, find out - discover, ask for - request, go - enter)</li> <li>how words are related by meaning as synonyms and antonyms (e.g. big, large, little)</li> </ul>
Sentence Structure	<ul style="list-style-type: none"> <li>begins to break the flow of speech into words</li> <li>Attempts to write short sentences in meaningful contexts.</li> <li>write simple sentences that can be read by themselves and others</li> </ul>	<ul style="list-style-type: none"> <li>how words can combine to make sentences</li> <li>how and can join words and join sentences</li> <li>joining words and joining clauses using and</li> </ul>	<ul style="list-style-type: none"> <li>subordination (using when, if, that, because) and co-ordination (using or, and, or but)</li> <li>expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)</li> <li>sentences with different forms: statement, question, exclamation, command</li> </ul>	<ul style="list-style-type: none"> <li>expressing time, place and cause using:                             <ul style="list-style-type: none"> <li>conjunctions (e.g. when, before, after, while, so, because)</li> <li>adverbs (e.g. then, next, soon, therefore)</li> <li>prepositions (e.g. before, after, during, in, because of)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>fronted adverbials</li> <li>use of commas after fronted adverbials (e.g. Later that day, I heard the bad news)</li> <li>noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to the strict maths teacher with curly hair)</li> </ul>	<ul style="list-style-type: none"> <li>relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun</li> <li>indicating degrees of possibility using modal verbs (e.g. might, should, will, must)</li> <li>indicating degrees of possibility using adverbs (e.g. perhaps, surely)</li> </ul>	<ul style="list-style-type: none"> <li>use of the passive voice to affect the presentation of information in a sentence [e.g. I broke the window in the greenhouse, versus 'The window in the greenhouse was broken (by me)].</li> <li>the difference between structures typical of informal speech and structures appropriate for formal speech and writing (such as the use of question tags, e.g. He's your friend, isn't he? or the use of the subjunctive forms such as If I were or were they to come in some very formal writing and speech)</li> </ul>
Text Structure	<ul style="list-style-type: none"> <li>use past, present and future tense accurately when talking about events that have happened or will happen in the future</li> </ul>	<ul style="list-style-type: none"> <li>sequencing sentences to form short narratives</li> </ul>	<ul style="list-style-type: none"> <li>the consistent use of present tense versus past tense throughout texts</li> <li>use of the continuous/ progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</li> </ul>	<ul style="list-style-type: none"> <li>introduction to paragraphs as a way to group related material</li> <li>headings and sub-headings to aid presentation</li> <li>use of the present perfect form of verbs instead of the simple past (e.g. he has gone out to play contrasted with he went out to play)</li> </ul>	<ul style="list-style-type: none"> <li>use of paragraphs to organise ideas around a theme</li> <li>appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)</li> <li>linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before)</li> </ul>	<ul style="list-style-type: none"> <li>linking ideas across paragraphs using a wider range of cohesive devices (e.g. repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as on the other hand, in contrast, or as a consequence), and ellipsis</li> <li>layout devices, such as headings, sub-headings, columns, bullets, or tables, to structure text</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>Introduction to:                             <ul style="list-style-type: none"> <li>separation of words with spaces</li> <li>introduction to the use of capital letters, full stops</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>separation of words with spaces</li> <li>introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>capital letters for names of people, places, days of the week and for the personal pronoun I</li> </ul>	<ul style="list-style-type: none"> <li>capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>commas to separate items in a list</li> <li>apostrophes to mark contracted forms in spelling</li> <li>apostrophes to mark singular possessions in nouns</li> </ul>	<ul style="list-style-type: none"> <li>introduction to inverted commas to punctuate direct speech</li> </ul>	<ul style="list-style-type: none"> <li>use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas. The conductor shouted, "Sit down!")</li> <li>apostrophes to mark singular and plural possession (e.g. the girl's name, the girls' names)</li> </ul>	<ul style="list-style-type: none"> <li>brackets, dashes or commas to indicate parenthesis</li> <li>use of commas to clarify meaning or avoid ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>use of the semi-colon, colon and dash to mark the boundary between independent clauses (e.g. It's raining; I'm fed up)</li> <li>use of the colon to introduce a list and use of semi-colons within lists</li> <li>punctuation of bullet points to list information</li> <li>how hyphens can be used to avoid ambiguity (e.g. man eating shark versus man-eating shark, or recover versus re-cover)</li> </ul>
Terminology	<ul style="list-style-type: none"> <li>word</li> <li>sentence</li> <li>letter</li> <li>capital letter</li> <li>full stop</li> </ul>	<ul style="list-style-type: none"> <li>word</li> <li>sentence</li> <li>letter</li> <li>capital letter</li> <li>full stop</li> <li>punctuation</li> <li>singular</li> <li>plural</li> <li>question mark</li> <li>exclamation mark</li> </ul>	<ul style="list-style-type: none"> <li>verb</li> <li>tense (past, present)</li> <li>adjective</li> <li>noun</li> <li>noun phrase</li> <li>adverb</li> <li>statement</li> <li>question</li> <li>exclamation</li> <li>command</li> <li>apostrophe</li> <li>comma</li> <li>compound</li> <li>suffix</li> </ul>	<ul style="list-style-type: none"> <li>word family</li> <li>conjunction</li> <li>adverb</li> <li>preposition</li> <li>direct speech</li> <li>inverted commas (or speech marks)</li> <li>prefix</li> <li>consonant</li> <li>vowel</li> <li>clause</li> <li>subordinate clause</li> </ul>	<ul style="list-style-type: none"> <li>pronoun</li> <li>possessive pronoun</li> <li>adverbial</li> <li>determiner</li> </ul>	<ul style="list-style-type: none"> <li>relative clause</li> <li>modal verb</li> <li>relative pronoun</li> <li>parenthesis</li> <li>bracket</li> <li>dash</li> <li>cohesion</li> <li>ambiguity</li> </ul>	<ul style="list-style-type: none"> <li>active and passive voice</li> <li>subject and object</li> <li>hyphen</li> <li>synonym</li> <li>antonym</li> <li>colon</li> <li>semi-colon</li> <li>bullet points</li> <li>ellipsis</li> </ul>

## Hardwick Primary School Progression in Writing Skills Framework – Spelling

	EYFS (ELG)	Year 1	Year 2	Year 3 and 4	Year 5 and 6
Words	<ul style="list-style-type: none"> <li>• first 100 high frequency words</li> <li>• write some irregular common words</li> </ul>	<ul style="list-style-type: none"> <li>• common exception words (CEW)</li> <li>• high frequency words (HFW) - the first 100 from Letters and Sounds (pg 193)</li> <li>• compound words e.g. football, laptop, playground</li> <li>Plus:                             <ul style="list-style-type: none"> <li>• days of the week</li> <li>• numbers to 20</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• common exception words (CEW)</li> <li>• high frequency words (HFW) - the first 200 from Letters and Sounds (pg 195)</li> </ul>	<ul style="list-style-type: none"> <li>• words from the National Curriculum word list for Years 3 and 4 (pg 64)</li> </ul>	<ul style="list-style-type: none"> <li>• words from the National Curriculum word list for Years 5 and 6 (pg 71)</li> </ul>
Phonics	<ul style="list-style-type: none"> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Children use their phonic knowledge to write words in ways which match their spoken sounds.</li> <li>• some words are spelt correctly and others are phonetically plausible</li> </ul>	<p>Children should be taught to spell:</p> <ul style="list-style-type: none"> <li>• VC words</li> <li>• CVC words with short vowels</li> <li>• CVC words with long vowels</li> <li>• words with adjacent consonants</li> <li>• words with consonant digraphs and some vowel digraphs/trigraphs</li> <li>• alternative spellings for vowel phonemes e.g /ai/, /ay/, /a-e/</li> <li>• new consonant spellings 'ph' and 'wh' e.g. dolphin, alphabet, which, wheel,</li> <li>• words ending in -y e.g. very, happy, funny</li> <li>• words ending 'ff', 'll', 'ss', 'zz' and 'ck' (Usually after a short vowel letter in short words)</li> <li>• the /ng/ sound spelt n before k</li> <li>• words ending in 'tch' (/ch/ sound after a short vowel is usually 'tch')</li> <li>• plurals of nouns adding -s and -es to words</li> <li>• verbs where no change is needed to the root word:</li> <li>• adding endings -ing, -ed, -er</li> <li>• adjectives where no change is needed to the root word:</li> <li>• adding -er and -est</li> </ul>	<ul style="list-style-type: none"> <li>• homophones and near homophones e.g. there/their/ they're, hear/here, see/ sea</li> <li>• words with alternative pronunciations from Letters and Sounds Phase 5</li> <li>• words with the /j/ sound spelt as 'ge' and 'dge' (end of words) and 'g' (elsewhere in words)</li> <li>• words with the /s/ sound spelt 'c' before 'e', 'i', 'y'</li> <li>• words ending -le, -el, -al and -il</li> <li>• adding -ies to nouns and verbs ending in 'y'</li> <li>• adding -ed, -ing, -er, -est to a root word ending in 'y' with a consonant before it</li> <li>• adding -ing, -ed, -er, -est, -y to words ending in 'e' with a consonant before it</li> <li>• adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single letter after a short vowel</li> </ul>	<ul style="list-style-type: none"> <li>• the /i/ sound spelt 'y' elsewhere than at the end of words e.g. myth, pyramid, gym</li> <li>• words with the /ai/ sound spelt 'ei', 'eigh', or 'ey' e.g. vein, eight</li> <li>• words containing the /u/ sound spelt 'ou' e.g. double, trouble</li> <li>• homophones and near homophones e.g. affect/ effect, berry/bury, fair/ fare, male/mail</li> </ul>	<ul style="list-style-type: none"> <li>• words containing the letter-string 'ough' e.g. bought, rough, cough, through, although, thorough, plough</li> <li>• homophones and other words that are often confused e.g. practise/ practice, advise/ advice, past/ passed</li> <li>• words with the /ee/ sound spelt 'ei' after 'c' e.g. receive, receipt, ceiling plus exceptions protein and seize</li> </ul>
Affixes and Roots		<ul style="list-style-type: none"> <li>• words with the addition of the prefix un</li> </ul>	<ul style="list-style-type: none"> <li>• words with the suffixes -ment, -ness, -ful, -less and -ly</li> <li>• words ending in -ton</li> </ul>	<ul style="list-style-type: none"> <li>• adding suffixes beginning with vowel letters to words of more than one syllable (words ending with a single consonant preceded by a short vowel double the consonant before adding 'ing')</li> <li>• words using prefixes: un-,dis-, mis-, in-, im-, il-, ir-, re-, sub-, inter-, super-, anti-, auto-</li> <li>• words with the /sh/ sound spelt 'ch' (mostly French in origin) e.g. chef, machine</li> <li>• words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) e.g. league, unique</li> <li>• words with the /s/ sound spelt 'sc' (Latin in origin) e.g. science, scene</li> </ul>	<ul style="list-style-type: none"> <li>• words with the ending /shus/ spelt -cious or -tious</li> <li>• words with the ending /shul/ spelt -cial or -tial</li> <li>• words with the endings -ant, -ance/-ancy, -ent, -ence/-ency</li> <li>• words ending in -able and -ible</li> <li>• words ending in -ably and -ibly</li> <li>• adding suffixes beginning with vowel letters to words ending in -fer (The 'r' is doubled if the -fer is still stressed when the ending is added. The 'r' is not doubled if the -fer is no longer stressed)</li> </ul>
Word Origins			<ul style="list-style-type: none"> <li>• words with the /n/ sound spelt 'kn' and (less often) 'gn' at the beginning of words</li> <li>• words with the /r/ sound spelt 'wr' at the beginning of words</li> </ul>	<ul style="list-style-type: none"> <li>• Words with the /k/ sound spelt 'ch' (Greek in origin) e.g. scheme, chemist</li> <li>• words with the /sh/ sound spelt 'ch' (mostly French in origin) e.g. chef, machine</li> <li>• words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin) e.g. league, unique</li> <li>• words with the /s/ sound spelt 'sc' (Latin in origin) e.g. science, scene</li> </ul>	<ul style="list-style-type: none"> <li>• words with silent letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word) e.g. doubt, island, lamb</li> </ul>
Grammar			<ul style="list-style-type: none"> <li>• words with contractions e.g. can't, didn't</li> <li>• words using the possessive apostrophe (singular nouns) e.g. the man's, Claire's</li> </ul>	<ul style="list-style-type: none"> <li>• Possessive apostrophe with plural words e.g. girls' boys' babies' children's</li> </ul>	<ul style="list-style-type: none"> <li>• words using a hyphen to link a prefix to a root word e.g. co-ordinate, re-iterate, co-own</li> </ul>