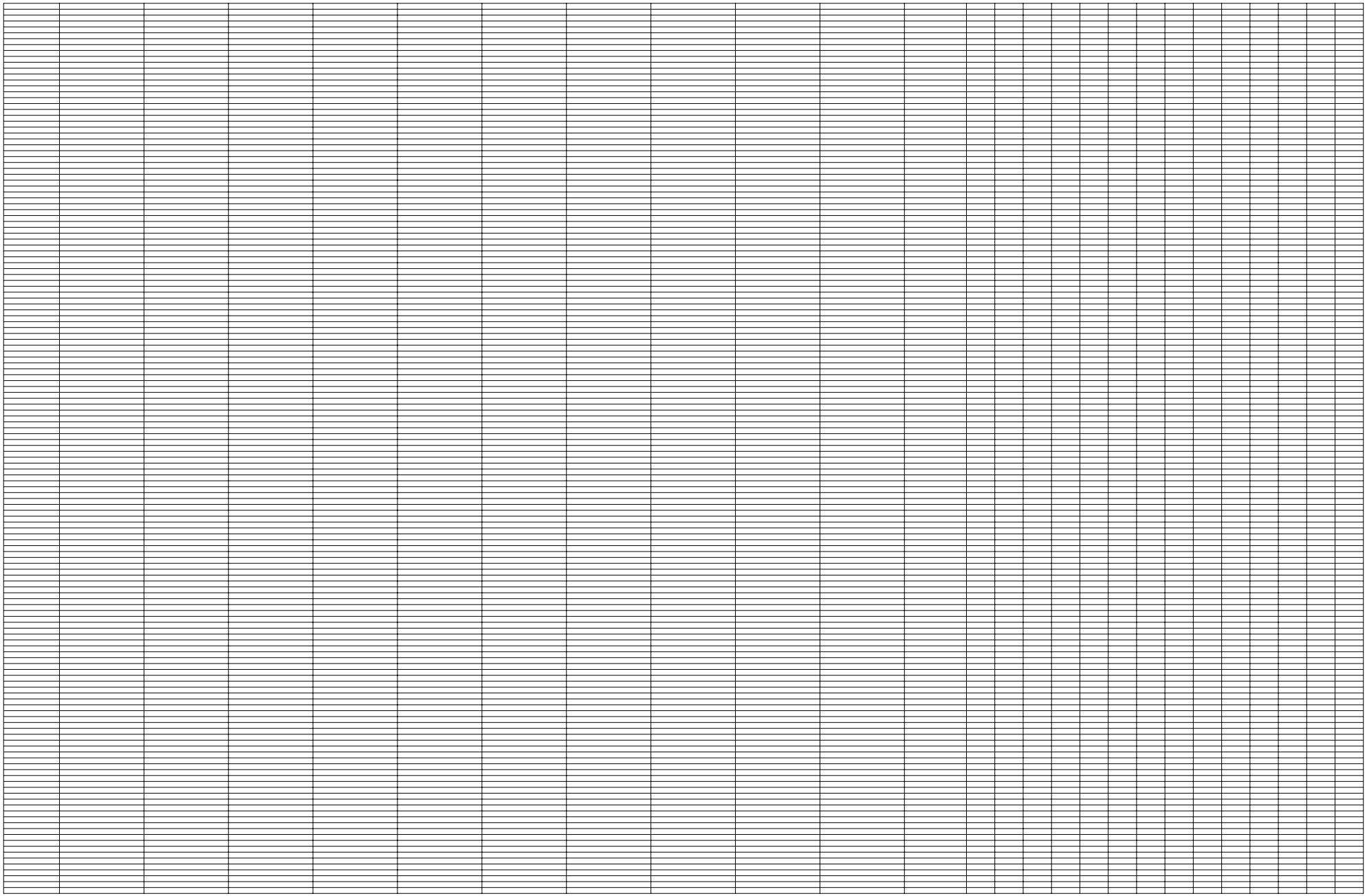
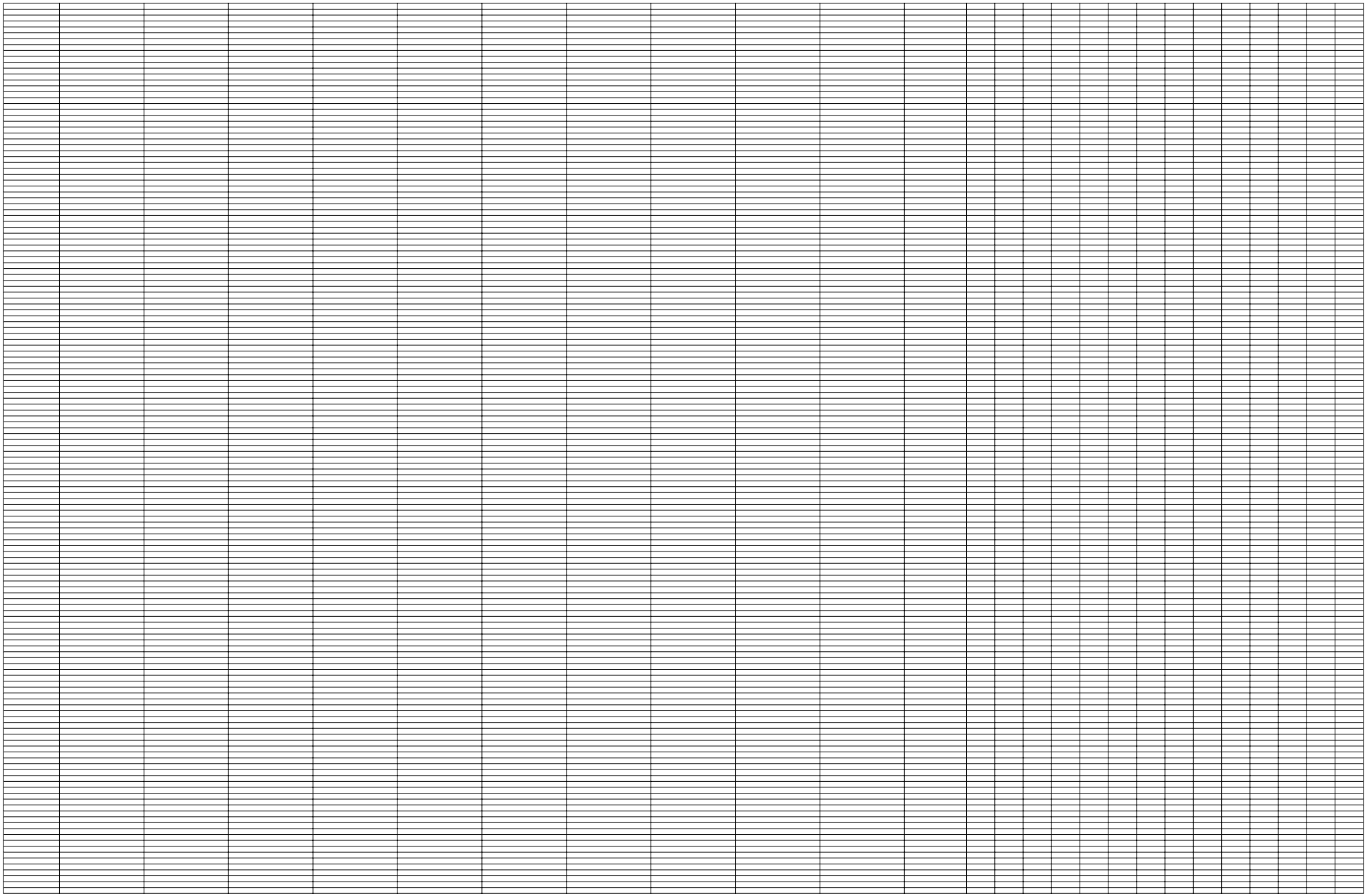
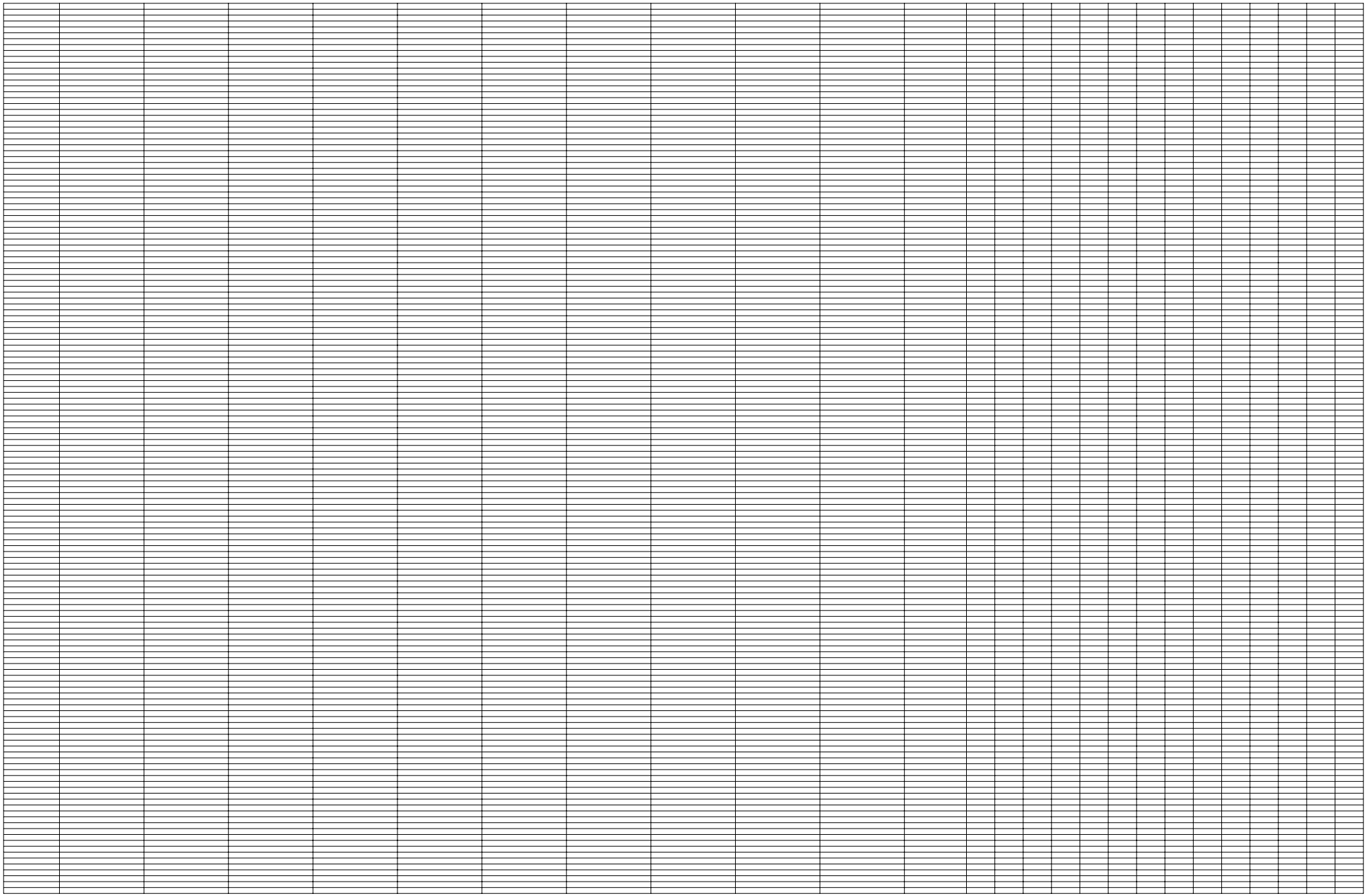
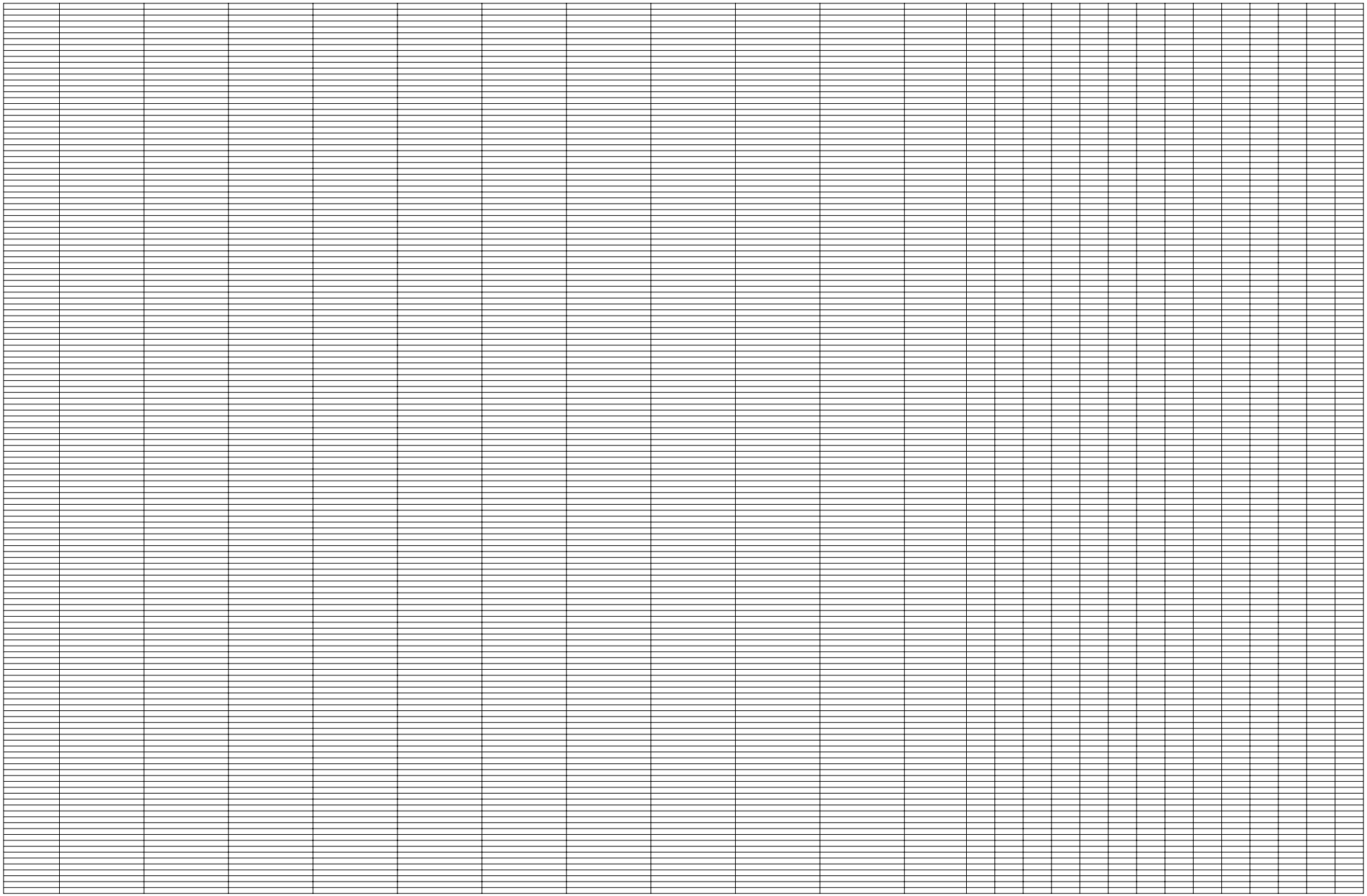
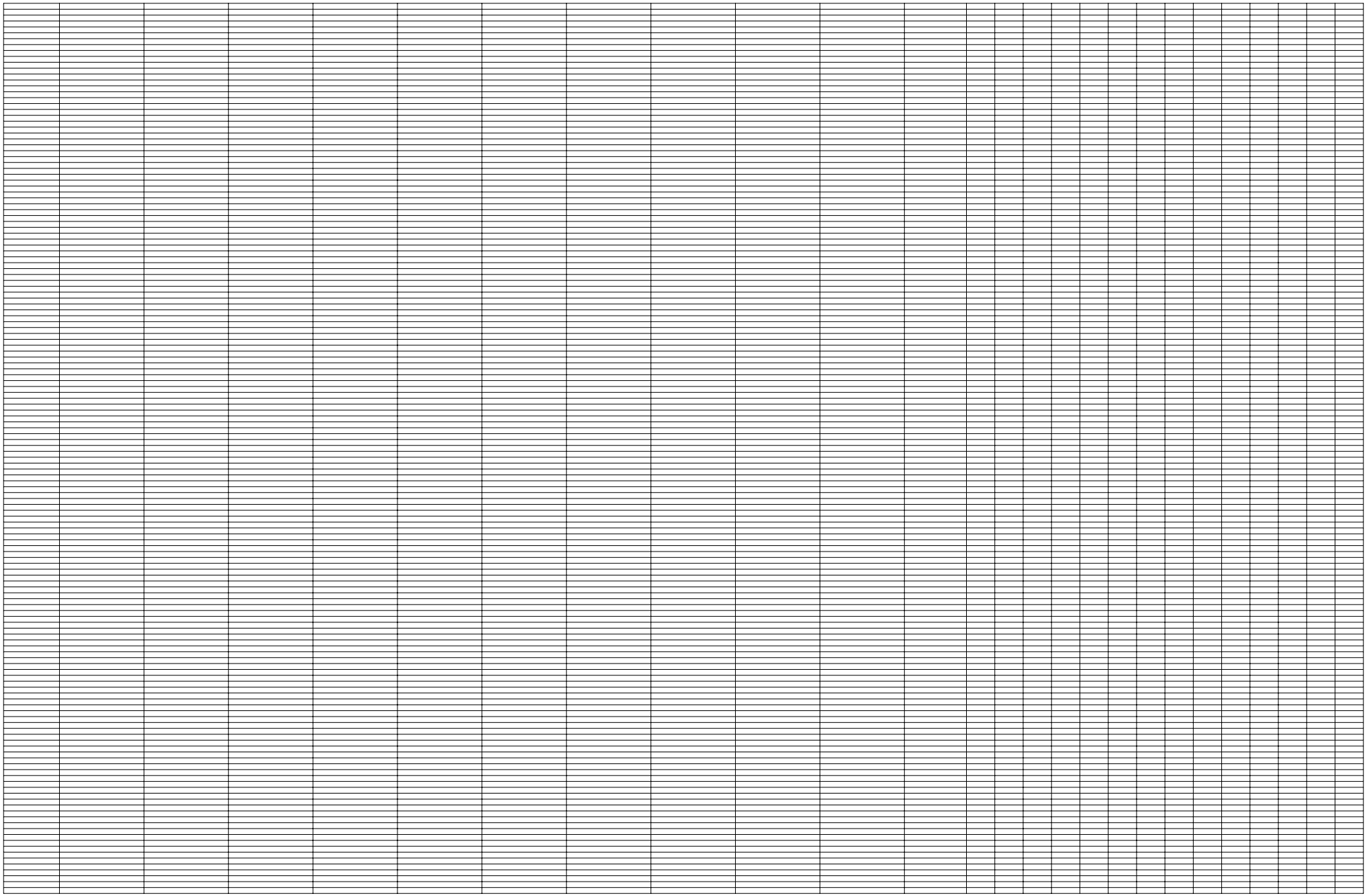
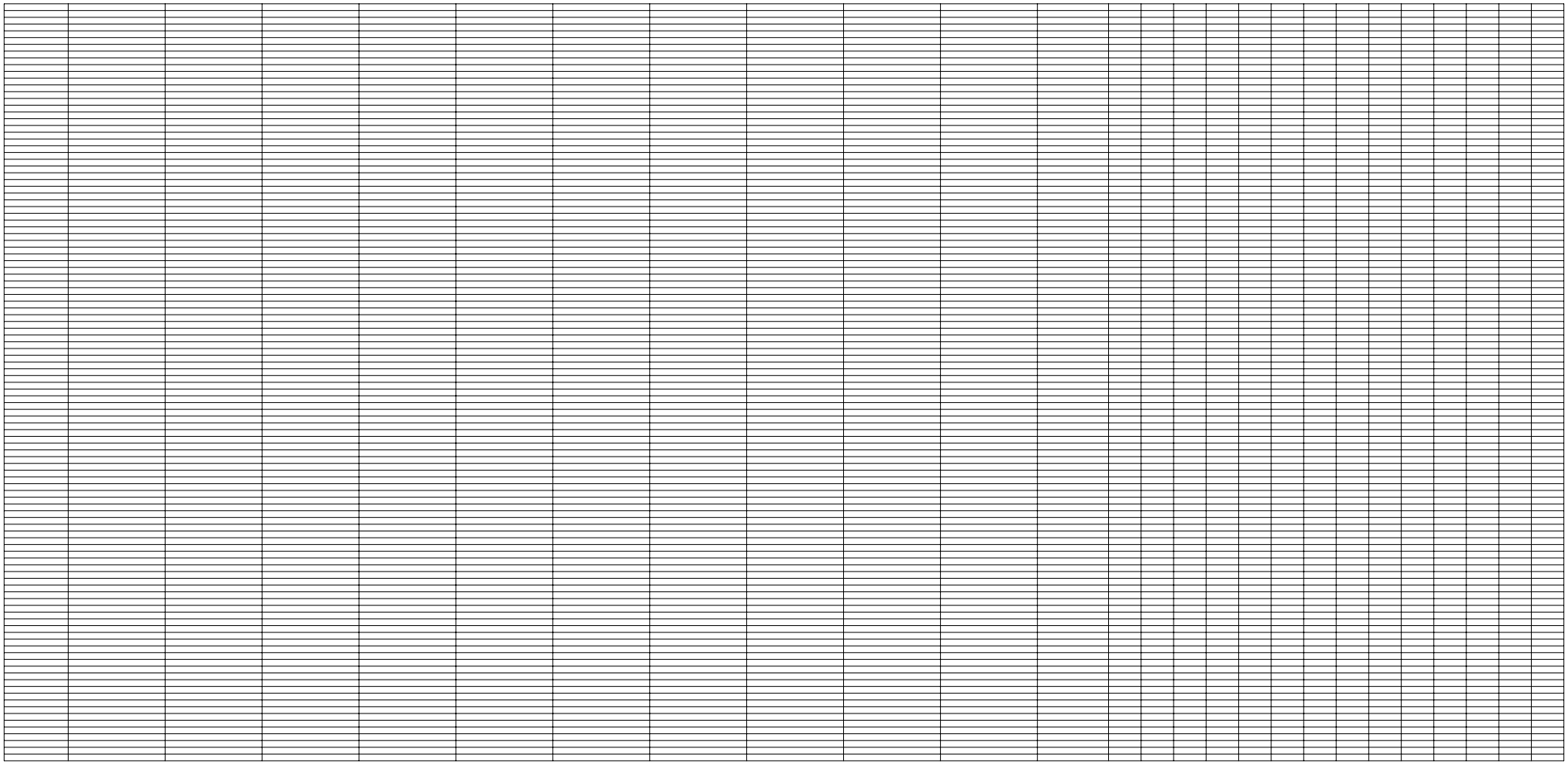
Axminster Progression for Writing

Acorn Multi Academy Trust

Strand	EYFS			KS1		Lower KS2		Upper KS2	
	Birth to 3	3-4 year olds	ELG Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling			Spell words by identifying the sounds and then writing the sound with letter/s. (Show children how to touch each finger as they say each sound, e.g. Fred Fingers) Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Singular and plural (+ "s" or "es") Conjunctions (and, but, then, so) Adjectives (non-gradable) – colour, size, age Pronouns (I, he, she, you) Common nouns Proper nouns – own names/days of the week Verbs: simple-past-tense regular verbs, adding either "-ed" or "-ing" Verbs: Present tense for "to be", "to do" and "to have" (I have, you have, she/he has, I do, you do, she/he does, I am, you are, he/she is) Connectives of sequence (first, second, last, next, then) Determiners (the, a, my, your, an, this, that, his, her, some, all) Simple adverbs ending in "-ly" (nicely, madly) Prefix "un-" (happy – unhappy, kind – unkind, tie – untie) Comparative and superlative adjectives where you add "-er" or "-est" Prepositions Days of the week It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.	Suffixes Adding "-ful" Adding "-ly" Adding "-comer" and "-er" to make a noun Doubling the final letter for an adjective and adding "-er" and "-est" e.g. Compound nouns Noun + noun = compound noun Adjective + noun = compound noun Adding "-ly" Making an adjective into an adverb Conjunctions or, and, but, when, because, if, that Prepositions behind, above, along, before, between, after Generalising Determiners most, much, more, many, some, all Verbs "can" and "could" verbs Imperative verbs, such as: take, give, cut Time conjunctions next, last, later Pronouns I, he, she, we, them, it, you Questions what, which, when, who, how It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.	Word families Prefixes – auto-, anti-, super-, under- Conjunctions – when, before, after, while, so, because Adverbs – then, next, soon Synonyms for verbs to create more powerful vocabulary Prepositions – next, though, during, throughout Homophones Quantifiers Plurals ending in "f" and "-fe" Plurals ending in "-ch", "-sh", "s", "z", "x", "o" Irregular past-tense verbs Possessive adjectives Exaggerated language Adverbs ending in "-ly" It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.	Plural nouns of words ending in "o" Specific determiners Synonyms for verbs Progressive/continuous verbs Modal verbs Proper nouns – names of people, places, titles, languages, months and days Finding the antonyms of words using the prefixes "im-", "in-", "ir-", "il-" Adjectives ending in "-ed" Verbs ending in "y": change "y" to "i" and add "-ed" Noun plurals ending in "y": change "y" to "i" and add "-es" Comparative and superlative adjectives ending in "y": happy – happier – happiest Prepositions Compound nouns using hyphens Specific determiners Possessive pronouns It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.	Suffixes "-ate", "-ise", "-ify" Prefixes "dis-", "de-", "mis-", "over-" and "re-" Modal verbs Adverbs showing degrees of possibility Connectives for exemplification, results and summary Adjectives ending with "-ed" Relative pronouns Indefinite pronouns Technical language It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.	Antonyms Synonyms Informal and formal language Conjunctions Connectives Relative pronouns Possessive pronouns Hyphens for compound nouns Collective nouns Modal verbs Abstract nouns Imperative verbs It must be noted that these spelling are in addition to the spellings advised by the 2014 National Curriculum.
Handwriting	Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. E.g. "That says mummy". Make marks on their picture to stand for their name. (E.g. Marks with fingers in wet sand or in a tray of flour, using sticks and leaves to make marks, large brushes with paint or water and dragging streamers through puddles etc). Once large-muscle co-ordination is developing well, children can develop small-muscle co-ordination. Playground chalk, smaller brushes, pencils and felt pens will support this. Start to make marks intentionally, (EAD). Explore paint, using fingers and other parts of their bodies as well as brushes and other tools, (EAD).	Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately. (Help children to learn to form their letters accurately. First, they need a wide-ranging programme of physical skills development, inside and outdoors, including large-muscle movement and small muscle movement). Create closed shapes with continuous lines and begin to use these shapes to represent objects, (EAD). Draw with increasing complexity and detail, such as representing a face with a circle and including details, (EAD). Use drawing to represent ideas like movement or loud noises, (EAD). Show different emotions in their drawings and painting, like happiness, sadness, fear etc (EAD).	Form lower-case and capital letters correctly. (Teach formation as they learn the sounds for each letter using memorable phrases, encouraging an effective pen grip). Spell words by identifying the sounds and then writing the sound with letter/s. (Show children how to touch each finger as they say each sound, e.g. Fred Fingers). Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. (Support children to form the complete sentence orally before writing, e.g. 'RWI Hold a Sentence'). (Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences. Dictate sentences to ensure they contain only the taught sound-letter correspondences). Re-read what they have written to check that it makes sense. 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.	Pupil can: Sit correctly at a table and hold the pencil using the correct pencil grip in preferred hand. Know which letters belong to which handwriting 'families' Write numerals (0- 9), letters and capitals, most of which are correctly formed (using cursive 'flicks'). Pupil can usually leave spaces between words.	Pupil can: correctly form most numerals and capitals and lower-case letters using cursive script, with leads in and out, showing some control over relative size and spaces between. Presentation is neat. Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters,when adjacent to one another, are best left unjoined.	Pupil can: Use the diagonal and horizontalstrokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Pupil's writing can be read, is usually consistently joined and beginningsp be pleasing in appearance.	Pupil can correctly form and join most letterson accordance with cursive script; Practice ensures pupils increase the legibility, consistency and quality of their handwriting	Pupil can usually make choices over letter shapes and joins to ensure fluency, legibility and good presentation; Can choose and use a pen (not biro) for formal writing and pencil when note taking.	Pupil can: Make choices over letter shapes and joins to ensure fluency, legibility and good presentation and is increasing the pace of writing while sustaining neatness and accuracy Select the appropriate writing instrument e.g. pen, pencil or colour-coded markers for key words.
Word Class and Word Level						identifying all the word classes of a simple sentence			
				Use noun phrases: adjective + noun	Write expanded noun phrases: determiner + adjective + noun (the red balloon) determiner + noun + prepositional phrase (the cat in the basket)		Expanded noun phrases: Changing The teacher to The strict English teacher with the grey beard		Expanded noun phrases: The witch, who crashed her broom, is over there, feeling dazed. A whole sentence can be a noun phrase
				Choose a specific noun: "Alsatian" rather than "dog"	Move from generic nouns to specific nouns, eg. "dog" to "terrier"	Specific/technical vocabulary to add detail: Siamese cats are a variety that can live to a great age. The species has many unusual features for a feline.		Developing technical language	
					Compound nouns: noun + noun (football) adjective + noun (whiteboard)		Compound nouns using hyphens		Abstract nouns
						Formation of nouns using prefixes: auto- anti- super- under-			Collective nouns
				Regular plurals where you only add an "-s" or "-es"		To make the plural for nouns ending in "-ch", "-sh", "s", "z" or "x" by adding "-es"	Plural nouns of words ending in "o": Know which words to add "s" to, which to add "-es" to and which could take either "s" or "-es"		
						To make the plural for nouns with a single vowel, ending in "f" or "-fe", change the "f" or "-fe" to "-ves": wolf – wolves Noun plurals with a double-vowel, ending in "f", just add "-s" to make the plural: chief – chiefs	Plurals for nouns ending with a "y": change the "y" to an "i" and add "-es" baby – babies		
									Synonyms: Realising that when you find a synonym, the word means something slightly different, eg. "big" and "grand". "Scored" can mean "one thousand", "elaborate" and "decorative", as well as "big".
				"Use the prefix of "un-" to create antonyms: happy – unhappy kind – unkind"			Prefixes to give the antonym: "dis-", "in-", "ir-", "il-"		Antonyms: using prefixes
									Antonyms: to create different effects in sentences
							Adjectives ending in "-ed": frightened, scared, etc.		
						Pronouns – To know the difference between the subject and object with the personal pronoun		Indefinite pronouns: somebody, something, someone, nobody, nothing, no-one, everything, anything, nothing	
						Pronouns – Possessive adjectives my, your, his, hers, its, ours, theirs	Possessive pronouns: yours, mine, theirs ours, hers, his, its	Relative pronouns: who which that whom whose	Pronouns: relative and possessive
						Powerful verbs: Synonyms for verbs such as "said" or "go" to create more powerful verbs	Powerful verbs Find synonyms of words to up-level sentences and give a greater effect		
						Verbs – Use irregular simple past tense verbs awake – awoke blow – blew	Verbs ending in "y": change the "y" to an "i" and add "-es" carry – carries	Verb prefixes: "dis-", "de-", "mis-", "over-" and "re-"	
						Verbs – Past perfect: "had" + past participle	Verbs – Past perfect continuous: "had" + past participle + "-ing"		
							Verbs – Modal verbs: could, should, would	Indicating degrees of possibility using modal verbs: might, should, will, must	Modal verbs
									Auxiliary verbs
				Adverbs of manner (how) to describe a verb, ending in "-ly".	Adding "-ly" to an adjective to make an adverb: quick – quickly		Fronted adverbials followed by a comma: prepositional phrases starting with an adjective and ending in "-ed"	Indicating degrees of possibility using adverbs: perhaps, surely	
					Command, using the imperative form of a verb: give – take –				Imperative verb
				Use determiners: the, a, an, my your, his, her	Using determiners/generalisers: most some all many much more	Knowing when to use "a" (preceding a consonant) and "an" (preceding a vowel or a word beginning with "h")	Specific determiners: this, whose, this, that, these, those, which		Determiners and generalisers
						Quantifiers: enough, less, fewer, lots of, none of, both, each, every, a few, neither, either, several			
				Prepositions: up, down, in, into, out, to, onto, under, inside, outside, above	Use the prepositional phrases: behind, above, along, before, between, after	Prepositions: next to, by the side of, in front of, during, though, throughout, because of	Prepositions: at, underneath, since, towards, beneath, beyond		
							Know the difference between a preposition and an adverb		
				First person (I and we), second person (you) and third person (he, she)	Use first, second and third person with subject-verb agreement	Know that pronouns, nouns and proper nouns can all be the subject of a sentence			

The difference between passive and active sentences and when to use the passive, for example – I broke the window in the greenhouse vs The window in the greenhouse was broken (by me).

				Suffixes of verbs, adding "-ed" or "-ing" or "-er"	Suffixes – formation of adjectives by adding "-ful": care – careful			Suffixes: converting nouns or adjectives into verbs using "-ate", "-ise" or "-ify"	
					Suffixes – formation of adjectives by adding "-less": help – helpless				
				"Comparative and superlative adjectives, addin "-er" and "-est" to regular adjectives: fast – faster – fastest"	Suffixes – forming comparative and superlative adjectives by doubling the final letter and adding "-er" and "-est": big – bigger – biggest		Comparative and superlative adjectives: Change the "y" to an "i" and add either "-er" or "-est" happy – happier – happiest		
					Suffixes – adding "-ness" and "-er" to form a noun: kind – kindness teach – teacher				
						Word families for meaning, word class and spelling: solve, solution, solving, solved, solver, dissolved, soluble, insoluble			
						Word families based on common words: fear, feared, fearful, fears, fearfully			
						Homophones and their meanings: bear – bare pear – pair			
Sentence Level						The difference between a phrase and a clause			
				Separate words with spaces				Start a sentence with an expanded "-ed" clause: Frightened of the dark, Tom hid under the bed all night.	Fronted adverbials
				Write a simple sentence starting with a noun/proper noun	Write a statement that starts with a capital letter and finishes with a full stop			Embellishing simple sentences	Simple sentences and how to embellish them
				Finish the sentence with a full stop	Write a sentence that ends with an exclamation mark				
				Write a simple sentence starting with a personal pronoun					
				Write a compound sentence using the coordinating conjunction "and"					Combining complex and compound clauses to create a sentence
				To orally use simple co-ordinating conjunctions: and, but	Coordinating conjunctions to create a compound sentence: or and but	Compound sentences with co-ordinating conjunctions: and but or so for nor yet	Compound sentences using all the co-ordinating conjunctions	Secure use of compound sentences	Consolidating compound sentences and coordinating conjunctions
					Subordinate conjunctions to create a complex sentence: when if that because	Complex sentences using subordinate conjunctions: until although even if		Start a complex sentence with a subordinate clause and use a comma to separate the subordinate clause	Complex sentences and subordinate conjunctions
				Use a regular simple-past-tense verb in a sentence: He walked to school.	Form simple past tense by adding "-ed": He played at school.				Tense (past, present and future)
					Use past continuous (progressive) tense He was playing at school.				
					Use present continuous tense: "to be" + "-ing" I am playing he/she is playing they are playing				
					Use simple present tense, showing subject-verb agreement: Infinitive (add "s" to the third person) I like he/she likes we like they like you like				
								Future tense verbs	
						Verbs – Present perfect: "has/have" + past participle She has gone to the shops. instead of She went to the shops.			
				Write a sentence that includes an adjective					
				Subject-verb agreement with "I" and "he/she" with "to do", "to be" and "to have": I/you/we have he/she has I/you/we do he/she does I am you/we are he/she is					Identify the subject and object of the sentence
				Use connectives of sequence: first, second, then	Temporal connectives: next, last, an hour later	Expressing time, place and cause using conjunctions: when, before, after, while, so, because		Linking ideas across paragraphs using adverbials of time (later), place (nearby) and sequence (secondly)	Connectives to signpost and create cohesion within a text: order of sequence time connectives additional ideas space and place contrasting exemplification results to summarise
						Expressing time, place and cause using adverbs: then, next, soon			
						Expressing time, place and cause, using prepositions: before, after, during, in, because of			
							Starting a sentence with "-ing", using a comma to demarcate the subordinate clause: Flying through the air, Harry crashed into a hidden tree.		
							Drop-in clause with an "-ing" verb: Tom, smiling secretly, hid the magic potion book. Place a comma on either side of the subordinate clause.	Drop-in "-ed" clauses: Poor Tom, frightened by the fierce dragon, ran home.	
								Relative clauses to add detail beginning with "who", "which", "where", "when", "whose", "that", or an omitted relative pronoun	Relative clauses
Text Level						Introduction to paragraphs to group related material.	Use of paragraphs to organise ideas around a theme.		
								Connectives to build cohesions: Exemplification Results To summarise To sequence	Linking ideas across paragraphs using a wider range of cohesive devices: Repetition, grammatical connections, adverbials and ellipsis.
							Using either a pronoun or the noun in sentences for cohesion and to avoid repetition	Devices to build cohesion within a paragraph: For example – then, after, that, this, firstly.	
								Developing fronted prepositional phrases for greater effect: Throughout the stormy winter… Far beneath the frozen soil…	
						Headings and sub-headings to aid presentation.			Layout devices such as headings, sub-headings, columns, bullet points, tables and paragraphs
								Editing sentences by either expanding or reducing for meaning and effect	
								Moving parts of sentences around to create different effects	
							Informal and formal language		Informal and formal speech: find out / discover ask for / request go in / enter Using question tags for informality: He's in your class, isn't he? Use the subjunctive for formal writing: If I were you…
Punctuation				Start sentences with a capital letter			Capital letters for proper nouns: names, places, days of the week, months, titles and languages		
				Use a capital letter for "I"					
				Use capital letters for proper nouns (people and places)					
				Use capital letters for days of the week					
				Use question marks					
				Use exclamation marks	Ask a question and use a question mark				
					Using commas to separate lists: He had a bag, ball and carpet.	Use a comma after a fronted adverbial phrase, prepositional phrase or adverb ending in "-ly"		Commas for parenthesis	
								Use of commas to clarify meaning or avoid ambiguity.	
					Apostrophes of omission: he didn't he couldn't		Possessive apostrophes for regular singular and plural nouns		
							Apostrophes to mark plural possession: The girl's name or the girls' names.		
					To put spoken words (found in a speech bubble) into inverted commas, starting with a capital letter.	Inverted commas: Place the spoken word between inverted commas. Start the sentence with a capital letter, place punctuation before closing the inverted commas. Say who said the words and place what the next person says on the next line.	Using inverted commas where the speech is preceded by the speaker: Mary yelled, "Sit down!" Capital letter and punctuation is needed between the inverted commas. New speaker, new line. Add an adverb to describe the manner in which the words were said.	Speech in inverted commas	Use inverted commas accurately with punctuation; start a new line for each new speaker and place who says what at the beginning and at the end of the inverted commas
								Brackets for parenthesis	
									Hyphens for compound words to avoid ambiguity: man eating shark or man-eating shark

								Dashes for parenthesis	Dashes to mark the boundary between clauses: It's raining – I'm fed up
									Colon and bullet points for a list
									Semicolons: to mark the boundary between clauses: It's raining; I'm fed up
								Colons for play scripts and to start a list	Semicolons to demarcate within a list
									Colons to mark the boundary between clauses: It's sunny; I'm going out to play
									Ellipses to create suspense and to show missing words in a quote
Imagery				Orally devise alliteration: a cool cat a sneaky snake	Alliteration (verb + noun): dancing dandelions hiding hyenas				Alliteration
				Similes: as big as an elephant	Similes using "like": ...like hot chilies... ...cold like a glacier				Similes
								Metaphors	Metaphors
					Onomatopoeia			Onomatopoeia	
						Pattern of three for persuasion: Fun. Exciting. Adventerous!	A sentence that gives three actions: Tom slammed the door, threw his books on the floor and slumped to the ground.		
							Repetition to persuade: Fun for now, fun for life		Repetition for effect: persuasion, suspense, emphasis
						Exaggerated language: unbelievable, glorious, etc.		Rhetorical questions	Rhetorical questions
								Personification	Personification