



PARKLANDS PRIMARY SCHOOL SKILLS PROGRESSION



WRITING

Skills	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Transcription								
Spelling	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write short sentences with words with known letter-sounds correspondence s using a capital letter and a full stop.</p>	<p>Segment spoken words into phonemes and represent them with graphemes, spelling some correctly and making phonically-plausible attempts at others</p> <p>Spell words containing each of the 40+ phonemes already taught</p> <p>Identify or write the 40+ graphemes in Standard 4 of English language comprehension and reading on hearing the corresponding phonemes</p>	<p>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others</p> <p>Spell by learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</p>	<p>Use the prefixes un-, dis-, mis-, re-, pre-</p> <p>Add suffixes beginning with vowel letters to words of more than one syllable e.g. forgetting, preferred, gardening, limited</p> <p>Use the suffix -ly</p> <p>Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature</p> <p>Spell words with endings which sound</p>	<p>Use the prefixes in-, im-, il-, i-r, sub-, inter-, super-, anti-, auto-</p> <p>Understand and add suffixes -ation, -ous</p> <p>Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician</p> <p>Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique</p> <p>Spell homophones accept/except, affect/effect,</p>	<p>Spell word endings which sound like 'shush' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious</p> <p>Spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial</p> <p>Spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparenc y, tolerant/tolerance</p> <p>Spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly</p> <p>Spell words containing the letter-string 'ough' e.g. bought, rough, through, bough</p> <p>Spell some words with 'silent' letters e.g. knight, psalm, solemn</p>	<p>Add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference</p> <p>Use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter</p> <p>Distinguish between homophones and other words which are often confused (English Appendix 1)</p> <p>Use dictionaries to check the spelling and meaning of words</p>	



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	<p>Spell a few common exception words (e.g. I, the, he, said, of)</p> <p>Spell some common exception words</p> <p>Spell the days of the week</p> <p>Name the letters of the alphabet in order</p> <p>Name the letters of the alphabet using letter names to distinguish between alternative spellings of the same sound</p> <p>Add prefixes and suffixes using the spelling rule</p>	<p>Spell many common exception words</p> <p>Spell most common exception words</p> <p>Spell some words with contracted forms</p> <p>Spell most words with contracted forms</p> <p>Spell by learning the possessive apostrophe (singular) e.g. the girl's book</p> <p>Spell by distinguishing between homophones and near-homophones</p>	<p>like 'zhun' e.g. division, decision</p> <p>Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'l, mail/male, main/mane, meat/meet, peace/piece, plain/plane</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Spell words containing the 'i' sound spelt 'y' elsewhere than at the end of words e.g. myth, gym</p> <p>Spell words containing the</p>	<p>ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's</p> <p>Spell more complex words that are often misspelt for years 3 and 4 (English Appendix 1)</p> <p>Spell words with the 's' sounds spelt 'sc' e.g. science, scene</p> <p>Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's</p>	<p>Spell some of the year 5 and 6 words correctly (English Appendix 1)</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1)</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus</p>	<p>Spell most of the year 5 and 6 words correctly (English Appendix 1)</p> <p>Use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically (English Appendix 1)</p> <p>Use a thesaurus with confidence</p>	
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		<p>for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Add prefixes and suffixes using the prefix un-</p> <p>Add prefixes and suffixes using -ing, -ed, -er and -est where no change is needed in the spelling of root words e.g. helping, helped, helper, eating, quicker, quickest</p> <p>Apply simple spelling rules and guidance, as listed in</p>	<p>Add suffixes to spell some longer words correctly, including -ment, -ness, -ful, -less, -ly</p> <p>Add suffixes to spell most longer words correctly (e.g. -ment, -ness, -ful, -less, -ly)</p> <p>Apply spelling rules and guidance, as listed in (English Appendix 1)</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and</p>	<p>'u' sound spelt 'ou' e.g. young, touch, double</p> <p>Spell words with the 'k' sound spelt 'ch' e.g. scheme, school, echo</p> <p>Spell words with the 'sh' sound spelt 'ch' e.g. chef, machine</p> <p>Spell words with the 'ay' sound spelt 'ei', 'eigh' or 'ey' e.g. eight, they</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple</p>	<p>Use the first three or four letters of a word to check its spelling in a dictionary</p> <p>Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far</p>			
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		<p>(English Appendix 1)</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p>Spell words by identifying the phonemes and representing</p>	<p>punctuation taught so far</p>	<p>sentences, dictated by the teacher, that include words and punctuation taught so far</p>				
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		the phonemes with graphemes, including words with consonant clusters and simple digraphs (e.g. frog, hand, see, chop, storm, splash)						
Handwriting	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Form most lower-case letters correctly</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p>	<p>Form lower-case letters of the correct size relative to one another in some of his/her writing</p> <p>Form lower-case letters of the correct size relative to one another in most of his/her writing</p> <p>Use the diagonal and horizontal</p>	<p>Increasingly use the diagonal and horizontal strokes that are needed to join letters and begin to understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of his/her handwriting e.g. by</p>	<p>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</p> <p>Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing</p>	<p>Write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Write increasingly legibly</p>	<p>Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined</p> <p>Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task</p>	



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		<p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practise these</p>	<p>strokes needed to join letters in some of his/her writing</p> <p>Use the diagonal and horizontal strokes needed to join letters</p> <p>Understand which letters, when adjacent to one another, are best left unjoined</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p>	<p>beginning to ensure that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p>	<p>are spaced sufficiently so that the ascenders and descenders of letters do not touch</p>			
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			Use spacing between words that reflects the size of the letters					
Composition								
Planning	Write simple phrases and sentences that can be read by others. Invent, adapt and recount narratives and stories with peers and teachers.	Write sentences by saying out loud what he/she is going to write about, after discussion with the teacher	Consider what he/she is going to write before beginning by saying out loud what he/she is going to write about Consider what he/she is going to write before beginning by writing down ideas and/or key words, including new vocabulary Consider what he/she is going to	Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary Plan his/her writing by discussing and recording ideas within a given structure	Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar Plan his/her writing by discussing and recording ideas	Plan his/her writing by identifying the audience for and purpose of the writing, using other similar writing as models for his/her own Plan his/her writing by noting and developing initial ideas, drawing on reading where necessary Plan his/her writing of narratives by considering how authors have developed characters and settings in what the class have read, listened to or seen performed	Plan his/her writing by identifying the audience for and purpose of the writing, effectively selecting the appropriate form (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) Plan his/her writing by noting and developing initial ideas, drawing on reading and	Use what he/she knows about the choices writers make to help generate creative ideas for his/her own writing and put them into an order that makes sense



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			write before beginning by encapsulating what he/she wants to say, sentence by sentence				research where necessary Plan his/her writing of narratives through reasoned consideration of how authors have developed characters and settings in what the class have read, listened to or seen performed	
Drafting writing		Write down one of the sentences that he/she has rehearsed Compose and write sentences independently to convey ideas Write sentences, sequencing them to form short	Write sentences that are linked thematically e.g. about personal experiences and those of others (real and fictional) Write about real events, recording these simply and clearly	Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentence structures from (English Appendix 2) Draft and write by	Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2) Draft and write by organising paragraphs around a theme	Draft and write by using devices to build cohesion within and across sentences and paragraphs e.g. then, after that, this, firstly Draft and write by 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	Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what he/she has read as models for his/her own writing (e.g. literary language,	Write with a specific audience and task in mind, making the purpose clear Develop character and voice in his/her writing, using examples of narrative voice from fiction as models



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		narratives (real or fictional)	<p>Write poetry to develop positive attitudes and stamina for writing</p> <p>Write for different purposes to develop positive attitudes and stamina for writing</p> <p>Write effectively and coherently for different purposes, drawing on his/her reading to inform the vocabulary and grammar of his/her writing</p>	<p>organising writing into paragraphs as a way of grouping related material</p> <p>Draft and write in narratives, creating settings, characters and plot</p> <p>Draft and write non-narrative material, using headings and sub-headings to organise texts</p>	<p>Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose</p> <p>Draft and write non-narrative material, using simple organisational devices</p>	<p>Draft and write by using further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining</p> <p>Use different verb forms mostly accurately with consideration for audience and purpose</p>	<p>characterisation, structure)</p> <p>Draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning (English Appendix 2)</p> <p>Draft and write narratives, describing settings, characters and atmosphere</p> <p>Integrate dialogue to convey character and advance the action</p> <p>Draft and write by accurately precisising longer passages</p>	<p>Organise the structure of his/her talk and choose the words he/she uses so that his/her ideas are communicated clearly</p> <p>Organise the structure of his/her writing and choose the words he/she uses so that his/her ideas are communicated clearly</p> <p>Organise and shape his/her ideas, ready to start writing</p> <p>Think carefully about choosing exactly the</p>
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							<p>Draft and write by linking ideas across paragraphs using a wider range of cohesive devices; repetition of a word or phrase, grammatical connections and ellipsis</p> <p>Draft and write by using organisational and presentational devices to structure text and to guide the reader e.g. headings, sub-headings, columns, bullets or tables</p> <p>Distinguish between the language of speech and writing and choosing the</p>	<p>right word and how he/she can use the structure and grammar that are appropriate for the type of writing</p> <p>Use some of the language and literary techniques used by writers, to create deliberate effects in his/her own writing</p> <p>Write using a plan and make corrections to the vocabulary, grammar and structure to improve the overall effect of his/her writing</p>
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							appropriate register	
							Use layout devices e.g. headings, sub-headings, columns, bullets, or tables, to structure text	
Editing writing		<p>Write sentences by re-reading what he/she has written to check that it makes sense</p> <p>Discuss what he/she has written with the teacher or other pupils</p>	<p>Make simple additions, revisions and corrections to his/her own writing by evaluating their writing with the teacher and other pupils</p> <p>Make simple additions, revisions and corrections to his/her own writing by re-reading to check that his/her writing makes sense and that verbs to</p>	<p>Evaluate and edit by assessing the effectiveness of his/her own writing</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions</p> <p>Proof-read for spelling errors and for punctuation - including</p>	<p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials</p>	<p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing</p> <p>Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2)</p> <p>Evaluate and edit by ensuring mostly consistent and correct use of tense throughout a piece of writing</p> <p>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural, distinguishing</p>	<p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing with reasoning</p> <p>Evaluate and edit by proposing reasoned changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning (English Appendix 2)</p>	<p>Re-read his/her written work to make sure it all makes sense; then edit and proof-read his/her work to correct it</p>



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			<p>indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>Make simple additions, revisions and corrections to his/her own writing by proof-reading e.g. check for errors in spelling, grammar and punctuation or add/improve words and phrases independently or following a conversation with the teacher</p>	<p>capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly</p>	<p>Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials</p>	<p>between the language of speech and writing</p> <p>Proof-read for spelling errors linked to spelling statements for year 5</p> <p>Proof-read for punctuation errors, including use of brackets, dashes or commas to indicate parenthesis; use of commas to clarify meaning or avoid ambiguity</p>	<p>Evaluate and edit by ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>Evaluate and edit by ensuring correct subject and verb agreement when using singular and plural</p> <p>Proof-read for spelling errors linked to spelling statements for year 6</p> <p>Proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens</p>		
Vocabulary, Grammar and Punctuation									



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Vocabulary		<p>Separate words with spaces</p> <p>Join words and clauses using and</p>	<p>Use expanded noun phrases for description and specification e.g. the blue butterfly, plain flour, the man in the moon</p>	<p>Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of</p>	<p>Use 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</p> <p>Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Use a thesaurus</p> <p>Indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must</p>	<p>Use a thesaurus with confidence</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Understand and use effectively vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out - discover; ask for - request; go in - enter, across a range of text types</p>	<p>Notice unfamiliar or new uses of language and make an effort to use what he/she has learned when writing</p> <p>Offer an example of where the writer uses a well-chosen word or a language effect e.g. a metaphor, simile or image</p>
Grammar		<p>Use regular plural noun suffixes -s or -es e.g. dog, dogs; wish, wishes, including the effects of these suffixes</p>	<p>Form nouns using suffixes such as -ness, -er and by compounding e.g. whiteboard, superman</p>	<p>Form nouns using a range of prefixes e.g. super-, anti-, auto-</p> <p>Use the forms a or an according to</p>	<p>Understands the grammatical difference between plural and possessive – s</p> <p>Use standard English forms for</p>	<p>Convert nouns or adjectives into verbs using suffixes e.g. -ate; -ise; -ify</p> <p>Understand verb prefixes e.g. dis-, de-, mis-, over- and re-</p>	<p>Understand how words are related by meaning as synonyms and antonyms e.g. big, large, little</p>	<p>Use what he/she knows about grammar and the vocabulary choices a writer could make to help</p>



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		<p>on the meaning of the noun</p> <p>Use suffixes that can be added to verbs where no change is needed in the spelling of root words e.g. helping, helped, helper</p> <p>Understand how the prefix un- changes the meaning of verbs and adjectives e.g. negation, for example, unkind, or undoing: untie the boat</p> <p>Understand how words can combine to make sentences</p>	<p>Form adjectives using suffixes such as -ful, -less</p> <p>Use suffixes -er, -est in adjectives and use -ly to turn adjectives into adverbs e.g. smoothly, softly, bigger, biggest</p> <p>Use co-ordination (using or, and, but) and some subordination (using when, if, that, because) to join clauses</p> <p>Understand how the grammatical patterns in a sentence indicate its</p>	<p>whether the next word begins with a consonant or a vowel e.g. a rock, an open box</p> <p>Identify Word families based on common root words e.g. solve, solution, solver, dissolve, insoluble</p> <p>Use 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</p>	<p>verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done</p> <p>Use fronted adverbials e.g. Later that day, I heard the bad news.</p> <p>Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Link 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</p> <p>Use devices to build cohesion within a paragraph e.g. then, after that, this, firstly</p>	<p>Use the passive 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)</p> <p>Understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing e.g. the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as 'If I were' or 'Were they to come' in some very</p>	<p>understand more challenging and difficult texts</p> <p>Notice the grammar and vocabulary choices in a text he/she is reading and use the correct terminology when discussing how effective the use of these language features has been</p> <p>Notice differences that exist in English between Spoken and Written English, formal and informal speech and</p>
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			<p>function as a statement, question, exclamation or command</p> <p>Use present and past tense mostly correctly and consistently</p> <p>Use the progressive form of verbs in the present and past tense to mark actions in progress e.g. she is drumming, he was shouting</p>			<p>formal writing and speech</p> <p>Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</p> <p>Link ideas within and across paragraphs using a wider range of cohesive devices: 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</p>	<p>variations in how English is spoken</p> <p>Use Standard English vocabulary and grammar as the main way he/she expresses himself/herself when speaking in lessons and most of the time when writing</p>
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Punctuation		<p>Use capital letters and full stops to demarcate sentences in some of his/her writing</p> <p>Begin to punctuate work using question marks and exclamation marks</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun I</p>	<p>Use capital letters and full stops to demarcate most sentences in his/her writing and use question marks correctly when required</p> <p>Use question marks and exclamation marks appropriately</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns e.g.</p>	<p>Begin to use inverted commas to punctuate direct speech</p>	<p>Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma after the reporting clause; end punctuation within inverted commas</p> <p>Use apostrophes to mark plural possession e.g. the girl's name, the girls' names</p> <p>Use commas after fronted adverbials</p>	<p>Use commas to clarify meaning or avoid ambiguity</p> <p>Use brackets, dashes or commas to indicate parenthesis</p>	<p>Use the semi-colon, colon and dash e.g. When writing lists or as the boundary between independent clauses</p> <p>Use the colon to introduce a list and semi-colons within lists</p> <p>Use bullet points to list information</p> <p>Understand how hyphens can be used to avoid ambiguity e.g. man eating shark versus man-eating shark, or recover versus re-cover</p> <p>Use the perfect form of verbs to mark</p>	
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			the girl's name				relationships of time and cause	
							Use the full range of punctuation taught at key stage 2 (e.g. semi-colons, dashes, colons, hyphens) and where necessary, use this punctuation precisely to enhance meaning and avoid ambiguity	
Understanding terminology		Understand the following terminology: letter, capital letter; word, singular, plural; sentence; and punctuation, full stop, question mark, exclamation mark	Understand the following terminology: noun, noun phrase; statement, question, exclamation, command; compound, suffix; adjective, adverb, verb; tense (past, present); and	Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or	Understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial	Understand the following terminology: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion, ambiguity	Understand the following terminology: Subject, object; active, passive; synonym, antonym; and ellipsis, hyphen, colon, semi-colon, bullet points	



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			apostrophe, comma	'speech marks')				
Performing writing								
Reading/ performing compositions		Read aloud his/her writing clearly enough to be heard by his/her peers and the teacher	Read aloud what he/she has written with appropriate intonation to make the meaning clear	Read his/her 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	Confidently read his/her 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 his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear	Confidently perform his/her own compositions, using appropriate intonation, volume, and movement so that meaning is clear	