

Basic Skills Writing Progression



KS1 Weekly Skills Focus	EYFS	Year 1 and 2	KS2 Weekly Skills Focus	Year 3 and 4	Year 5 and 6
WEEK 1 Name the letters of the alphabet in order. To form letters accurately	<p>To develop fine motor skills.</p> <p>To teach correct pencil grip.</p> <p>Patterns/ letter forms from left to write.</p> <p>Name the letters.</p>	<p>To hold a pencil with an effective grip.</p> <p>Name the letter names in order.</p> <p>Be aware of letter names and corresponding phonemes.</p>	WEEK 1 Name the letters of the alphabet in order. To form letters and digits accurately	<p>Name the letters of the alphabet in order.</p> <p>Form capital letters correctly Form clear ascenders and descenders. Write with consistency in size and proportion of letters.</p> <p>To know the 5 vowels.</p>	<p>Name the letters of the alphabet in order.</p> <p>Form capital letters correctly. Form clear ascenders and descenders. Write with consistency in size and proportion of letters. Write legibly.</p> <p>To understand the terms <i>vowel</i> and <i>consonant</i>. To recall the 5 vowels. To know that words starting with a vowel sound, use the article <i>an</i> (<i>an igloo, an hour</i>).</p>
WEEK 2 To practice correct letter forms	<p>Practise long ladder letter shapes: l, j, i, t, u</p> <p>Practice zig zag letters: k, v, w, x, y, z</p> <p>Write recognisable letters.</p>	<p>To form small letters correctly in relation to tall letters: <i>a c e l m n o r s u v w x z</i></p> <p>Form lower case letters correctly, starting and finishing in the right place, going the right way round, correctly oriented</p>	WEEK 2 Understand the concept of a sentence as one complete idea	<p>Start a sentence with a capital letter and end it with a full stop to mark the end of one complete thought. Introduce 'clause'.</p> <p>Discuss where capital letters are used in a sentence: Use a capital letter for the personal pronoun I Use CL for the personal pronoun I in contractions: I've, I'm, I'd, I'll Use capital letter for proper nouns (names of people, places: Uncle Max, Mediterranean Sea) A sentence can be a statement or question.</p>	<p>Start a sentence with a capital letter and end it with a full stop to mark the end of one complete thought (subject and verb).</p> <p>Use a capital letter for the personal pronoun I Use CL for the personal pronoun I in contractions: I've, I'm, I'd, I'll Use capital letter for proper nouns (names of people, places: Joe, Aunt Claire, Galapagos Islands, Mum, Dad as names, titles: Mr Loftus) A sentence can be a statement, question, exclamation or command.</p>

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WEEK 3 To correctly form letters	Practise curly caterpillars: a c d e g o q f s Write recognisable letters.	To form ascenders (tall letters) correctly: b d f h k l t	WEEK 3 To construct compound sentences with a range of coordinating conjunctions (FANBOYS: for, and nor, but, or yet, so)	Introduce coordinating conjunctions (FANBOYS). Construct sentences with: <i>and, but, or, yet, so</i> in the middle only. To use a maximum of 2 conjunctions in one sentence. Never start a sentence with a coordinating conjunction.	To learn and recall the 7 coordinating conjunctions (FANBOYS) To construct sentences with conjunctions (<i>but, yet, so, nor</i>) in the middle as joining words. To use a maximum of 2 conjunctions in one sentence. Never start a sentence with a coordinating conjunction.
WEEK 4 To correctly form letters	Practise one armed robots: b h n m p r Write recognisable letters.	To form descenders (tail letter) correctly: g j p q To understand that tails drop below the line.	WEEK 4 To construct complex sentences with a range of subordinating conjunctions (ISAWAWABUB: if since, as, when, although, while, after, before until, because)	Introducing subordinating conjunctions ISAWAWABUB To understand the difference between coordinating and subordinating conjunctions. Construct sentences with conjunctions (causal: because, as since; time: before, after, when, until; conditional: if). When a complex sentence starts with a subordinate clause, add a comma after it. <i>As it was sunny, we played in the park.</i> When a complex sentence starts with a main clause, no comma is needed. <i>We decided to put our coats on although it was raining.</i> Use a maximum of 2 conjunctions in one sentence.	Extend knowledge of subordinating conjunctions (while, whilst, although, despite, though, even though) To understand the difference between coordinating and subordinating conjunctions. When a complex sentence starts with a subordinate clause, add a comma after it. When a complex sentence starts with a main clause, no comma is needed. Use a maximum of 2 conjunctions in one sentence.

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KS1 Weekly Skills Focus	EYFS	Year 1 and 2	KS2 Weekly Skills Focus	Year 3 and 4	Year 5 and 6
WEEK 5 To form capital letters correctly	To form capital letters. To write letters on the line. Write recognisable letters.	To understand that capital letters stand on the line. To form capital letters correctly and be aware of the difference between upper case and lower case.	WEEK 5 To understand the use of apostrophes in possession and contractions	Use apostrophe for a range of contractions (I'll, won't, haven't). Use apostrophe for singular possession. Singular and plural forms of words. Eg: woman, women. To not add the letter 's' every time the plural form is used.	Use apostrophes to show the omission of letters in contracted forms (I'll, won't, shan't) Investigate a range of contractions and their complete counterparts. Use apostrophes for singular and plural possession. Singular and plural forms of words To not add the letter 's' every time the plural form is used.
WEEK 6 To be aware of appropriate spacing between letters and words	To separate with spaces.	To space letters words closely. To separate words with spaces (finger spaces).	WEEK 6 To explore and use the past and present tense of regular and irregular verbs Explore common homophones.	To add 'd' 'ed' 'ied' to common past tense verbs. Double the consonant for verbs ending in a consonant (stopped) and exceptions (eg: cooked). Irregular verbs (eg swim/swam) To apply past tense verbs in sentences. Explore and spell common homophones: <i>They're, their, there</i> <i>Where, wear, were</i> To, too, two, As well as others picked from children's writing.	Explore regular and irregular verbs (go - went, catch – caught) To apply past tense verbs in sentences. Explore linking verbs with action verbs in sentences (<i>is, do, be</i>) she had seen the box not she had saw the box. Explore and spell common homophones: <i>Your, you're</i> <i>Whose who's</i> Which, witch As well as others picked from children's writing.