

## 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
<p><b>WEEK 1</b></p> <p><b>Name the letters of the alphabet in order.</b></p> <p><b>To form letters accurately</b></p>	<p>To develop fine motor skills.</p> <p>To teach <b>correct</b> 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> <p>Y2: Apply this in dictionary work</p>	<p><b>WEEK 1</b></p> <p><b>Name the letters of the alphabet in order.</b></p> <p><b>To form letters and digits accurately</b></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.</p> <p>To know the 5 vowels.</p> <p><b>Apply</b> letter forms in a paragraph.</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. <b>Apply</b> this in a paragraph 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 an (<i>an igloo, an hour</i>).</p>
<p><b>WEEK 2</b></p> <p><b>To practice correct letter forms</b></p>	<p>Practise long ladder letter shapes: l, j, l, t, u, y</p> <p>Practice zig zag letters: k, v, w, x, z</p> <p>Write recognisable letters.</p>	<p>To form small letters correctly in relation to tall letters: <i>a c e 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> <p><b>Apply</b> this in a paragraph with a focus on the small letters.</p>	<p><b>WEEK 2</b></p> <p><b>Understand the concept of a sentence as one complete idea</b></p>	<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)</p> <p>A sentence can be a <b>statement</b> or <b>question, exclamation or command</b>.</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)</p> <p>A sentence can be a <b>statement, question, exclamation or command</b>.</p>

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

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<p><b>WEEK 5</b></p> <p><b>To form capital letters correctly</b></p>	<p>To form capital letters.</p> <p>To write letters on the line.</p> <p>Write recognisable letters.</p>	<p>To understand that capital letters stand on the line.</p> <p>To form capital letters correctly and be aware of the difference between upper case and lower case.</p> <p>Y2: <b>Apply</b> this with a focus on proper nouns in sentences.</p>	<p><b>WEEK 5</b></p> <p><b>To understand the use of apostrophes in possession and contractions</b></p>	<p>Use apostrophe for a range of contractions (I'll, won't, haven't).</p> <p>Use apostrophe for singular possession.</p> <p>Singular and plural forms of words. Eg: woman, women.</p> <p>To not add the letter 's' every time the plural form is used.</p> <p><b>Apply</b> this in a paragraph.</p>	<p>Use apostrophes to show the omission of letters in contracted forms (I'll, won't, shan't)</p> <p>Investigate a range of contractions and their complete counterparts.</p> <p>Use apostrophes for singular and plural possession.</p> <p>Singular and plural forms of words To not add the letter 's' every time the plural form is used.</p> <p><b>Apply</b> this in a paragraph.</p>
<p><b>WEEK 6</b></p> <p><b>To be aware of appropriate spacing between letters and words</b></p>	<p>To separate with spaces.</p>	<p>To separate words with spaces (finger spaces).</p> <p>To use question marks at the end of questions</p>	<p><b>WEEK 6</b></p> <p><b>To explore and use the past and present tense of regular and irregular verbs</b></p> <p><b>Explore common homophones.</b></p>	<p>To add 'd' 'ed' 'ied' to common past tense verbs.</p> <p>Double the consonant for verbs ending in a consonant (stopped) and exceptions (eg: cooked).</p> <p>Irregular verbs (eg swim/swam) To apply past tense verbs in sentences.</p> <p>Explore and spell common homophones:</p> <p><i>They're, their, there</i> <i>Where, wear, were</i> To, too, two,</p> <p>As well as others picked from children's writing.</p> <p><b>Apply</b> this in a paragraph.</p>	<p>Explore regular and irregular verbs (go - went, catch – caught) To apply past tense verbs in sentences.</p> <p>Explore the <b>Perfect Form</b>. Present: <b>she <u>has</u> seen the box</b> Past: <b>she <u>had</u> seen the box</b></p> <p>Explore and spell common homophones:</p> <p><i>Your, you're</i> <i>Whose who's</i> Which, witch</p> <p>As well as others picked from children's writing.</p> <p><b>Apply</b> in sentences.</p>