

## Writing Progression of Skills

	<u>Composition</u>	<u>Spelling</u> (See Spelling Overview for further detail)	<u>Handwriting</u>	<u>Grammar</u>
<u>Year 1</u>	<ul style="list-style-type: none"> <li>• Write simple single clause sentences.</li> <li>• Sequences sentences to form short narratives and non-fiction texts.</li> <li>• Most sentences are demarcated with a capital letter and full stop.</li> <li>• Leave spaces between words.</li> <li>• Use capital letters for names &amp; personal pronoun 'I'.</li> <li>• Use some coordinating conjunctions (e.g. and, but, or)</li> <li>• Use standard forms of verbs, e.g. go/went.</li> <li>• Some evidence of:               <ul style="list-style-type: none"> <li>- Question marks</li> <li>- Exclamation marks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Spells most Year 1 Common Exception Words correctly.</li> <li>• Spells by segmenting spoken words into phonemes, including plausible attempts, spelling some correctly.</li> <li>• Spells the days of the week.</li> </ul>	<ul style="list-style-type: none"> <li>• Sits correctly at the table, holding a pencil correctly and comfortably.</li> <li>• Forms lower case letters correctly, starting and finishing in the correct place.</li> <li>• Forms capital letters correctly.</li> <li>• Forms digits 0-9 correctly, starting and finishing in the correct place.</li> <li>• Understands which letters belong to which 'families'.</li> <li>• Mostly makes distinctions between ascenders, descenders and other letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinating conjunctions</li> <li>• Main clause</li> <li>• Adjective, verb, noun</li> <li>• Singular/Plural</li> <li>• Capital letter, full stop, question mark, exclamation mark</li> <li>• Prefix –un</li> <li>• Regular plural noun suffixes (s or es)</li> <li>• Suffixes that can be added to verbs where no change is needed to the spelling of the root word (walk-walking).</li> </ul>

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<u>Year 2</u>	<ul style="list-style-type: none"> <li>• Write simple coherent narratives about personal experiences and those of others (real or fictional).</li> <li>• Plans and writes fiction and non-fiction texts in a logical manner.</li> <li>• Punctuates single and multi-clause sentences (using coordination) most correctly.</li> <li>• Expands sentences using coordination (<i>and but, or</i>) and subordination (<i>because, when, that, if</i>).</li> <li>• Uses noun phrases.</li> <li>• Use some variation in sentence opening (not always I or the).</li> <li>• Uses appropriate adjectives and adverbs. Use punctuation (<i>full stop, capital letter, question mark, exclamation mark, commas for lists and apostrophes</i>) mostly correctly.</li> <li>• Uses sentences with different forms: statement, command, question, exclamation.</li> <li>• Uses the present and past tense mostly correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Spells most Year 2 Common Exception Words correctly.</li> <li>• Spells by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.</li> <li>• Spells some words with contracted forms correctly.</li> <li>• Adds suffixes to spell some words correctly e.g. –ment, -ful, -less, -ly.</li> </ul>	<ul style="list-style-type: none"> <li>• Forms lower-case letters with correct orientation and size relative to one another.</li> <li>• Uses spacing between words that reflect the size of the letters.</li> <li>• Write capital letters and digits of the correct size, orientation in relation to each other and to lower case letters.</li> <li>• Has begun to use some diagonal and horizontal strokes needed to join letters and understands which ones are best left un-joined.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Previous year expectations.</b></li> <li>• Adverb</li> <li>• Statement, exclamation, question and command</li> <li>• Subordinating conjunctions</li> <li>• Noun Phrase</li> <li>• Past and present tense</li> <li>• Comma</li> <li>• Apostrophe</li> <li>• Suffix</li> </ul>



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	<ul style="list-style-type: none"><li>•Proof reads own work to check for spelling and punctuation errors.</li></ul>			
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<u>Year 3</u>	<ul style="list-style-type: none"> <li>• Writes in a range of genres/forms for both fiction and non-fiction.</li> <li>• Writes using a structured, linked (conjunctions and adverbs) sequence of events.</li> <li>• Begins to use paragraphs.</li> <li>• Uses single and multi-clause sentences (using coordinating conjunctions) most correctly and some multi-clause sentences (using subordinating conjunctions).</li> <li>• Links events using conjunctions and adverbs.</li> <li>• Expresses time, place and cause using conjunctions, adverbs or prepositions.</li> <li>• Uses inverted commas to punctuate direct speech mostly correctly.</li> <li>• Uses past and present tense mostly correctly.</li> <li>• Uses previous &amp; Yr3 punctuation mostly correctly.</li> <li>• Knows when to use 'a' or 'an'.</li> <li>• Uses either 1<sup>st</sup> or 3<sup>rd</sup> person consistently.</li> <li>• Changes notes into sentences.</li> <li>• Proof reads for own spelling and punctuation errors.</li> <li>• Proposes changes and edits own writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Spells some words from the Year 3/4 NC word lists correctly.</li> <li>• Spells most words from previous year groups correctly.</li> <li>• Uses phonic knowledge and other spelling rules/patterns to spell words as accurately as possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Begins to join letters with horizontal and diagonal strokes where appropriate.</li> <li>• Makes choices about which letters are best left un-joined.</li> <li>• Increase the legibility, consistency and quality of handwriting, mostly joining.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Previous year expectations.</b></li> <li>• Prepositions</li> <li>• Adverbs</li> <li>• Subordinate clause</li> <li>• Inverted commas for direct speech</li> <li>• Prefix</li> <li>• Word families</li> <li>• Use of the present perfect form of verbs (instead of simple past).</li> </ul>

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<u>Year 4</u>	<ul style="list-style-type: none"> <li>•Writes in a range of genre/forms taking account of different audiences/purposes for both fiction and non-fiction.</li> <li>•Uses single and multi-clause sentences (using coordinating conjunctions) and multi-clause sentences (using subordinating conjunctions) broadly accurately.</li> <li>•Can group ideas into paragraphs.</li> <li>•Uses Standard English forms for verb inflections (verb/subject – we were/we was) mostly correctly.</li> <li>•Uses expanded noun phrases.</li> <li>•Uses fronted adverbials, generally punctuated correctly.</li> <li>•Uses inverted commas and other punctuation (e.g. .) for direct speech and starts a new line for a new speaker.</li> <li>•Uses a range of pronouns, conjunctions, adverbs, prepositions for cohesion and to avoid repetition.</li> <li>•Uses apostrophes to mark plural possession.</li> <li>•Uses past and present tense correctly and consistently.</li> <li>•Uses the range of punctuation taught up to and including Yr 4 mostly accurately.</li> <li>•Proof reads and edits own writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Spells most words from the Year 3/4 NC word lists correctly.</li> <li>•Beginning to use a dictionary to check spellings.</li> </ul>	<ul style="list-style-type: none"> <li>•Securing the use of the horizontal and diagonal strokes needed to join letters.</li> <li>•Makes choices about which letters are best left un-joined.</li> <li>•Writes legibly and with increasing fluency paying attention to size and spacing.</li> <li>•Maintains the use of joined handwriting throughout independent writing.</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Previous year expectations.</b></li> <li>•Pronoun</li> <li>•Cohesion</li> <li>•Possessive pronoun</li> <li>•Determiner</li> <li>•Fronted adverbials</li> <li>•Expanded noun phrases</li> <li>•Commas</li> <li>•Inverted commas for direct speech</li> <li>•Apostrophe for plural possession</li> </ul>

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<u>Year 5</u>	<ul style="list-style-type: none"> <li>•Writes in a range of genre/forms taking account of different audiences/purposes mostly selecting language that shows awareness of the reader for both fiction and non-fiction.</li> <li>•Begins to consciously control sentence structures (use of single and multi-clause sentences with accuracy).</li> <li>•Begin to convey character and move writing on through a balance of dialogue and description.</li> <li>•Makes precise and effective use of expanded noun phrases.</li> <li>•Uses a range of adverbials and conjunctions to link, compare, contrast and extend ideas.</li> <li>•Ensures correct verb and subject agreement when using singular and plural.</li> <li>•Where appropriate, maintains tense consistently, using shifts in tense with some confidence when necessary.</li> <li>•Uses relative clauses beginning with a relative pronoun and punctuated accurately.</li> <li>•Uses brackets, dashes and commas for parenthesis.</li> <li>•Uses commas, mostly accurately, to clarify meaning and avoid ambiguity.</li> <li>•Uses devices (e.g. adverbials) to build cohesion within and across paragraphs.</li> <li>•Uses the range of punctuation taught up to and including Yr 5 mostly accurately.</li> <li>•Uses pronouns to avoid repetition.</li> <li>•Uses adverbials and modal verbs to show degree of possibility.</li> <li>•Proof reads for spelling and grammar errors.</li> </ul>	<ul style="list-style-type: none"> <li>•Spells some words from the Year 5/6 NC word lists correctly.</li> <li>• Uses known spelling strategies and dictionaries to check the spelling of unknown or more ambitious vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>•Writes legibly, fluently and with increasing speed.</li> <li>•Makes choices about the best writing implement for a specific task.</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Previous year expectations.</b></li> <li>• Modal verbs</li> <li>•Relative pronouns</li> <li>•Relative clause</li> <li>•Verb/Subject agreement</li> <li>•Commas to clarify meaning/avoid ambiguity</li> <li>•Brackets, dashes and commas for parenthesis</li> <li>•Suffixes</li> </ul>



## Writing Progression of Skills

	<ul style="list-style-type: none"><li>• Evaluate and edit own and others writing.</li></ul>			
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<u>Year 6</u>	<ul style="list-style-type: none"> <li>•Writes in a range of genre/forms taking account of different audiences/purposes for both fiction and non-fiction.</li> <li>•Makes precise vocabulary, sentence length, sentence complexity and punctuation choices.</li> <li>•Uses a variety of simple, compound and complex sentence types including embedded subordinate clauses.</li> <li>• Use dialogue in narratives convey character and advance the action.</li> <li>•Uses paragraphs purposefully and creatively to clearly structure main ideas.</li> <li>•Makes links within and across paragraphs using a wider range of cohesive devices.</li> <li>•Where appropriate, maintains tense consistently, using shifts in tense with confidence when necessary.</li> <li>•Uses a full range of punctuation to demarcate sentences, including commas within.</li> <li>•Uses pronouns to avoid repetition where appropriate.</li> <li>•Uses conditional structures to persuade and make suppositions (.e.g. could, might, would etc.)</li> <li>•Manipulates sentence subjects and objects and uses passive constructions where appropriate.</li> <li>•Uses and distinguishes informal and formal structures in writing.</li> <li>•Understands the use of colons, semi-colons and dashes.</li> <li>•Uses hyphens to avoid ambiguity.</li> <li>•Proof reads for spelling and grammar errors and proposes changes to vocabulary, grammar and punctuation for effect.</li> </ul>	<ul style="list-style-type: none"> <li>•Spells most words from the Year 5/6 NC word lists correctly.</li> <li>• Uses known spelling strategies and dictionaries to check the spelling of unknown or more ambitious vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>•Writes legibly, fluently and with increasing speed.</li> <li>•Makes appropriate choices in presenting information and ideas e.g. bullet points, heading/subheadings etc.</li> </ul>	<ul style="list-style-type: none"> <li>•<b>Previous year expectations.</b></li> <li>•Subject and object within a sentence</li> <li>•Recognising subjunctive forms</li> <li>•The use of question tags as an informal speech structure</li> <li>•Passive and active voice</li> <li>•Colons</li> <li>•Semi-colons</li> <li>•Hyphens</li> <li>•Bullet points</li> <li>•Synonyms and antonyms</li> </ul>



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	<ul style="list-style-type: none"><li>•Evaluate and edit own and others writing against a criteria for audience and purpose.</li></ul>			
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