

Writing Progression of Skills

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

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<p><u>Year 2</u></p>	<ul style="list-style-type: none"> • Write simple coherent narratives about personal experiences and those of others (real or fictional). • Plans and writes fiction and non-fiction texts in a logical manner. • Punctuates single and multi-clause sentences (using coordination) most correctly. • Expands sentences using coordination (<i>and but, or</i>) and subordination (<i>because, when, that, if</i>). • Uses noun phrases. • Use some variation in sentence opening (not always I or the). • Uses appropriate adjectives and adverbs. Use punctuation (<i>full stop, capital letter, question mark, exclamation mark, commas for lists and apostrophes</i>) mostly correctly. • Uses sentences with different forms: statement, command, question, exclamation. • Uses the present and past tense mostly correctly. • Proof reads own work to check for spelling and punctuation errors. 	<ul style="list-style-type: none"> • Spells most Year 2 Common Exception Words correctly. • Spells by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. • Spells some words with contracted forms correctly. • Adds suffixes to spell some words correctly e.g. –ment, -ful, -less, -ly. 	<ul style="list-style-type: none"> • Forms lower-case letters with correct orientation and size relative to one another. • Uses spacing between words that reflect the size of the letters. • Write capital letters and digits of the correct size, orientation in relation to each other and to lower case letters. • Has begun to use some diagonal and horizontal strokes needed to join letters and understands which ones are best left un-joined. 	<ul style="list-style-type: none"> • Previous year expectations. • Adverb • Statement, exclamation, question and command • Subordinating conjunctions • Noun Phrase • Past and present tense • Comma • Apostrophe • Suffix
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<u>Year 3</u>	<ul style="list-style-type: none"> • Writes in a range of genres/forms for both fiction and non-fiction. • Writes using a structured, linked (conjunctions and adverbs) sequence of events. • Begins to use paragraphs. • Uses single and multi-clause sentences (using coordinating conjunctions) most correctly and some multi-clause sentences (using subordinating conjunctions). • Links events using conjunctions and adverbs. • Expresses time, place and cause using conjunctions, adverbs or prepositions. • Uses inverted commas to punctuate direct speech mostly correctly. • Uses past and present tense mostly correctly. • Uses previous & Yr3 punctuation mostly correctly. • Knows when to use 'a' or 'an'. • Uses either 1st or 3rd person consistently. • Changes notes into sentences. • Proof reads for own spelling and punctuation errors. • Proposes changes and edits own writing. 	<ul style="list-style-type: none"> • Spells some words from the Year 3/4 NC word lists correctly. • Spells most words from previous year groups correctly. • Uses phonic knowledge and other spelling rules/patterns to spell words as accurately as possible. 	<ul style="list-style-type: none"> • Begins to join letters with horizontal and diagonal strokes where appropriate. • Makes choices about which letters are best left un-joined. • Increase the legibility, consistency and quality of handwriting, mostly joining. 	<ul style="list-style-type: none"> • Previous year expectations. • Prepositions • Adverbs • Subordinate clause • Inverted commas for direct speech • Prefix • Word families • Use of the present perfect form of verbs (instead of simple past).
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<p><u>Year 4</u></p>	<ul style="list-style-type: none"> •Writes in a range of genre/forms taking account of different audiences/purposes for both fiction and non-fiction. •Uses single and multi-clause sentences (using coordinating conjunctions) and multi-clause sentences (using subordinating conjunctions) broadly accurately. •Can group ideas into paragraphs. •Uses Standard English forms for verb inflections (verb/subject – we were/we was) mostly correctly. •Uses expanded noun phrases. •Uses fronted adverbials, generally punctuated correctly. •Uses inverted commas and other punctuation (e.g. ,) for direct speech and starts a new line for a new speaker. •Uses a range of pronouns, conjunctions, adverbs, prepositions for cohesion and to avoid repetition. •Uses apostrophes to mark plural possession. •Uses past and present tense correctly and consistently. •Uses the range of punctuation taught up to and including Yr 4 mostly accurately. •Proof reads and edits own writing. 	<ul style="list-style-type: none"> • Spells most words from the Year 3/4 NC word lists correctly. •Beginning to use a dictionary to check spellings. 	<ul style="list-style-type: none"> •Securing the use of the horizontal and diagonal strokes needed to join letters. •Makes choices about which letters are best left un-joined. •Writes legibly and with increasing fluency paying attention to size and spacing. •Maintains the use of joined handwriting throughout independent writing. 	<ul style="list-style-type: none"> •Previous year expectations. •Pronoun •Cohesion •Possessive pronoun •Determiner •Fronted adverbials •Expanded noun phrases •Commas •Inverted commas for direct speech •Apostrophe for plural possession
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<u>Year 5</u>	<ul style="list-style-type: none"> •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. •Begins to consciously control sentence structures (use of single and multi-clause sentences with accuracy). •Begin to convey character and move writing on through a balance of dialogue and description. •Makes precise and effective use of expanded noun phrases. •Uses a range of adverbials and conjunctions to link, compare, contrast and extend ideas. •Ensures correct verb and subject agreement when using singular and plural. •Where appropriate, maintains tense consistently, using shifts in tense with some confidence when necessary. •Uses relative clauses beginning with a relative pronoun and punctuated accurately. •Uses brackets, dashes and commas for parenthesis. •Uses commas, mostly accurately, to clarify meaning and avoid ambiguity. •Uses devices (e.g. adverbials) to build cohesion within and across paragraphs. •Uses the range of punctuation taught up to and including Yr 5 mostly accurately. •Uses pronouns to avoid repetition. •Uses adverbials and modal verbs to show degree of possibility. •Proof reads for spelling and grammar errors. •Evaluate and edit own and others writing. 	<ul style="list-style-type: none"> •Spells some words from the Year 5/6 NC word lists correctly. • Uses known spelling strategies and dictionaries to check the spelling of unknown or more ambitious vocabulary. 	<ul style="list-style-type: none"> •Writes legibly, fluently and with increasing speed. •Makes choices about the best writing implement for a specific task. 	<ul style="list-style-type: none"> •Previous year expectations. • Modal verbs •Relative pronouns •Relative clause •Verb/Subject agreement •Commas to clarify meaning/avoid ambiguity •Brackets, dashes and commas for parenthesis •Suffixes

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

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