

## Compton All Saints CE Primary School

## Progression in Writing

	Composition and effect	Text structure and sentence structure	Grammar	Punctuation	Spelling	Handwriting
Year 1 Phase 1	<p>Say out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p> <p>Discuss what they have written with the teacher or other pupils.</p>	<p>Has an awareness of ideas that ideas can be organised into a sequence.</p> <p>Join words using 'and'.</p>	<p>Use the personal pronoun 'I'.</p> <p>Use the grammatical terminology; letter, capital letter, word, full stop and sentence.</p>	<p>Leave spaces between words.</p> <p>Begin to punctuate sentences using a capital letter and a full stop.</p>	<p>Words containing each of the 40+ phonemes already taught</p> <p>Name the letters of the alphabet in order</p> <p>First 18 common exception words</p> <p>Use the spelling rule for adding –s</p> <p>Use <i>–ing</i>, and <i>–er</i> where no change is needed in the spelling of root words</p> <p>Begin to write from memory simple sentences dictated by the teacher that include words taught so far.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Form capital letters.</p> <p>Form digits 0-9.</p>
Year 1 Phase 2	<p>Begin to re-read what they have written to check that it makes sense.</p>	<p>Sequence sentences to form short narratives.</p> <p>Join sentences using 'and'.</p>	<p>Use a capital letter for names of people, the days of the week.</p> <p>Use the grammatical terminology; question mark and punctuation.</p>	<p>Begin to punctuate sentences using a question mark.</p>	<p>Words containing each of the 40+ phonemes already taught</p> <p>Next 15 common exception words</p> <p>Days of the week</p> <p>Use <i>–ed</i>, and <i>–est</i> where no change is needed in the spelling of root words</p>	<p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p>
End of year 1	<p>Re-read what they have written to check that it makes sense.</p> <p>Read aloud their writing clearly.</p>	<p>Begin to organise ideas and events using simple time-related words, numbers, ordering of pictures/captions.</p>	<p>Use the grammatical terminology; exclamation mark, plural and singular.</p>	<p>Begin to punctuate sentences using an exclamation mark.</p>	<p>Words containing each of the 40+ phonemes already taught</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p> <p>Final 15 common exception words</p> <p>Use <i>–es</i> as the plural marker for nouns and the third person singular marker for verbs</p> <p>Use the prefix <i>un–</i></p> <p>Write from memory simple sentences dictated by the teacher that include words taught so far.</p>	<p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>

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<b>Year 2 Phase 1</b>	<p>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about.</p> <p>When planning, write down ideas and/or key words, including new vocabulary.</p> <p>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>Re-read to check that writing makes sense e.g. verb tense.</p>	<p>Write statements.</p> <p>Write commands using the imperative form of a verb.</p> <p>Sequences ideas appropriately.</p>	<p>Use coordinating conjunctions (or/and/but).</p> <p>Write expanded noun phrases to describe and specify.</p> <p>Use the present and past tenses correctly and consistently.</p> <p>Use -ly to turn adjectives into adverbs – slow/ slowly.</p> <p>Use and understand the grammatical terminology: noun, noun phrase, statement, command, adjective, adverb, verb tense.</p>	<p>Use capital letters, full stops to demarcate sentences.</p>	<p>Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly.</p> <p>Spell by learning new ways of spelling phonemes for which one or more spellings are already known.</p> <p>Spell the first 20 common exception words.</p> <p>Add suffixes to spell longer words, including -ly.</p>	<p>Form lower-case letters of the correct size relative to one another.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>
<b>Year 2 Phase 2</b>	<p>Proof-read to check for errors in spelling, grammar and punctuation.</p> <p>Use adventurous vocabulary appropriate to task.</p>	<p>Write questions (beginning with who/ what/ when/ where/ how etc).</p> <p>Write exclamatory sentences starting with 'what' or 'how'.</p>	<p>Use subordinating conjunctions (when/ if /that /because).</p> <p>Use the suffixes - ment, -ness, - full, -less, -ly.</p> <p>Use the progressive form correctly and consistently e.g he was shouting.</p> <p>Use and understand the grammatical terminology: question, exclamation, suffix, apostrophe, comma, compound,</p>	<p>Use commas to separate items in a list.</p> <p>Use apostrophes to mark where letters are missing in spelling.</p> <p>Use apostrophes to mark singular possession in nouns.</p> <p>Use question marks and exclamation marks to demarcate sentences.</p>	<p>Spell the next 20 common exception words.</p> <p>Add suffixes to spell longer words, including -ful, -less (to create adjectives) .</p> <p>Spell more words with contracted forms.</p>	<p>Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p>
<b>End of year 2</b>	<p>Use some expanded noun phrases to describe and specify.</p>	<p>Use sentences with different forms in their writing (statements, questions, exclamations and commands).</p>	<p>Use present and past tense mostly correctly and consistently.</p> <p>Use co-ordination (or / and / but) and some subordination (when / if / that / because).</p>	<p>Demarcate most sentences with capital letters and full stops and with some use of question marks and exclamation marks.</p>	<p>Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.</p> <p>Spell many common exception words.</p> <p>Spell some words with contracted forms.</p> <p>Add suffixes to spell some words correctly in writing e.g. -ment, -ness, -ful, -less, -ly .</p>	<p>Use the diagonal and horizontal strokes needed to join letters in some of their writing.</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Use spacing between words that reflects the size of the letters.</p>

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Year 3 Phase 1	<p>Plan writing, discussing ideas and recording.</p> <p>Compose and rehearse sentences orally, using varied and rich language.</p> <p>Proof-read for errors or inconsistencies in all aspects of writing, suggesting possible improvements.</p>	<p>Organise writing in a logical way, writing coherent linked sentences.</p> <p>Use organisational devices – eg headings / sub headings.</p> <p>Use variation in sentence types – statement, command, question, exclamation – independently.</p>	<p>Identify and use adverbs and prepositions – time, place, cause.</p> <p>Use conjunctions – time, place, cause.</p> <p>Use <i>a</i> and <i>an</i> correctly.</p> <p>Use regular past tense verbs correctly.</p>	<p>Use full range of punctuation taught at KS1 correctly C.?!  Start to use “ “ to punctuate direct speech.</p>	<p>Use further prefixes- <i>in un dis mis</i> - and understand how to add them to root words.</p> <p>Use the first 2 / 3 letters of a word to check its spelling in the dictionary.</p> <p>Add suffixes to spell most words correctly in independent writing – <i>ment, ness, ful, less, ly, ous, ation</i></p>	<p>Use the diagonal and horizontal strokes that are needed to join letters with some consistency.</p> <p>Understand that capitals don't need to be joined.</p>
Year 3 Phase 2	<p>Create setting, character and plot in narrative.</p> <p>Move from general to more specific – <i>dog</i> to <i>terrier</i>.</p> <p>Begin to make small improvements in own writing in terms of consistency, sense, spelling, punctuation and tense.</p>	<p>Organise paragraphs around a theme.</p> <p>Vary nouns and pronouns to avoid repetition.</p> <p>Extend range of sentences with more than one clause by using range of conjunctions – <i>when, if because, although</i>.</p>	<p>Experiment with fronted adverbials.</p> <p>Start to use the present perfect past tense – <i>he went / he has gone</i>.</p> <p>Use and start to identify pronouns in sentences.</p>	<p>Begin to experiment with more range of punctuation , ( ) ...</p> <p>Begin to use the possessive apostrophe with singular and plural nouns.</p>	<p>Form nouns using prefixes - <i>super, anti, auto, sub, inter</i>.</p> <p>Explore root words and understand how words are related in form and meaning – <i>solve – solution – dissolve</i>.</p> <p>Spell letter string <i>ough ought</i> correctly.</p>	<p>Begin consistently to form downstrokes of letters in a parallel and equidistant way.</p> <p>Ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>
End of year 3	<p>Support expansion of detail / events through descriptive vocabulary and explanation.</p> <p>Make more improvements in own writing.</p>	<p>Use varied nouns and pronouns for cohesion and clarity.</p>	<p>Start to use fronted adverbials in own writing with some independence.</p> <p>Use and understand grammatical terms – <i>preposition conjunction word family root word prefix subordinate clause direct speech consonant vowel inverted commas</i></p>	<p>Begin to use a wider range of punctuation , ( ) ... in own writing.</p> <p>Begin to use commas following fronted adverbial phrases.</p> <p>Start to use a range of in-sentence punctuation with more independence.</p>	<p>Spell most familiar words in contracted form correctly in independent writing.</p> <p>Spell most familiar homophones correctly within own independent writing.</p> <p>Write from memory simple sentences, dictated by teacher, containing words and punctuation taught this year.</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, in own independent writing.</p> <p>Increase the overall legibility, consistency and quality of their handwriting.</p>

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<b>Year 4 Phase 1</b>	<p>Create setting, character and plot in more detail in own narrative.</p> <p>Discuss others' writing to understand structure, vocabulary and grammar.</p> <p>Use varied and rich vocabulary.</p> <p>Evaluate and edit by assessing how effective their writing is and making improvements.</p>	<p>Organise non-narrative material, and paragraphs around a theme.</p> <p>Choose nouns / pronouns appropriately for clarity, cohesion and to avoid repetition.</p> <p>Use increasing range of sentence lengths and structures.</p>	<p>Understand the difference between plural and possessive 's'.</p> <p>Use pronouns accurately and spontaneously within own writing.</p>	<p>Use inverted commas for direct speech, plus some in-speech punctuation.</p> <p>Begin to use a wider range of punctuation with some independence in own writing, to good effect , ( ) ...</p>	<p>Use the first 2 / 3 letters of a word to check its spelling in the dictionary with more independence and initiative.</p> <p>Use further prefixes and suffixes - <i>anti auto tion sion cian ssion, sure ture</i> - in own writing, and know how to add them to root words, making changes to root word as necessary.</p>	<p>Use diagonal and horizontal strokes needed to join letters and understand that capitals are left unjoined, in own writing.</p> <p>Maintain some fluency suitable to task.</p>
<b>Year 4 Phase 2</b>	<p>Describe in narrative / non-narrative, expanding through an appropriate and precise range of vocabulary.</p> <p>Maintain viewpoint consistently.</p>	<p>Openings and closings clearly signalled and developed.</p> <p>Use conjunctions, adverbs and prepositions to express time and cause and create cohesion.</p>	<p>Use correct forms of standard English, particularly in verbs.</p> <p>Expand noun phrases by the addition of modifying adjectives, nouns, preposition phrases – <i>the strict maths teacher with curly hair.</i></p>	<p>Use fronted adverbial followed by a comma.</p> <p>Use the possessive apostrophe correctly with plural nouns.</p>	<p>Use soft ch, gue, que, ei/eigh/ey within words.</p> <p>Explore root words and prefixes/suffixes to predict spelling of more complex words.</p>	<p>Correctly join all letters in accordance with school's policy.</p> <p>Increase legibility, consistency and quality of handwriting.</p> <p>Maintain some stamina suitable to task.</p>
<b>End of year 4</b>	<p>Use figurative language – simile, metaphor, alliteration – to build pictures for the reader.</p> <p>Make more effective and relevant changes within own writing, using recent and other learning.</p>	<p>Paragraphs internally coherent and logically sequenced, expanding on main sentence with subsidiaries.</p>	<p>Use different verb forms mostly accurately.</p> <p>Use co-ordinating and subordinating conjunctions.</p> <p>Use and understand grammatical terms – <i>determiner, pronoun, possessive pronoun, adverbial.</i></p>	<p>Use capital letters, full stops, question marks, exclamation marks, commas for lists and apostrophes for contraction mostly correctly.</p> <p>Use inverted commas for direct speech, commas after reporting clause and some in-speech punctuation.</p> <p>Use a range of in-sentence punctuation independently.</p>	<p>Spell most words correctly, including those on the wordlist for Year 3 and 4.</p> <p>Spell homonyms using the contracted apostrophe correctly in own writing.</p>	<p>Produce legible joined handwriting.</p> <p>Maintain sufficient speed and fluency to record own ideas.</p>

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<b>Year 5 Phase 1</b>	Use fronted prepositional phrases for greater effect. E.g. Far beneath the frozen soil...  Use a thesaurus.	Produce internally coherent paragraphs e.g. main ideas supported by subsequent paragraphs.	Convert nouns or adjectives into verbs.  Use expanded noun phrases and adverbs.	Use commas to indicate parenthesis.	Use suffixes: cious or tious.  Use suffixes: cial or tial.	Increase the speed of legible handwriting.
<b>Year 5 Phase 2</b>	Make deliberate choices of sentence length and structure for impact on the reader.  Identify the audience, purpose and forms of writing.	Link ideas across paragraphs using adverbials of time, place and number.  Use a range of clauses sometimes in different positions within the sentence.	Ensure subject and verb agreement is correct when using singular and plural.  Identify modal verbs.	Use dashes or brackets to indicate parenthesis.  Use a colon to introduce a list, use a semi colon within a list.	Use suffixes: able, ible, ably and ibly.  Use suffix: fer.	Begin to use different forms of letters for different purposes.
<b>End of year 5</b>	Develop descriptions of settings and characters – use a thesaurus to expand vocabulary.  Select the appropriate form for the audience and purpose of the writing.  Distinguish between the language of speech and writing and choose the appropriate register.	Use some cohesive devices within and across sentences and paragraphs.  Use organisational and presentational devices to structure texts and guide the reader.  Use relative clauses beginning with who, which, where, when, whose, that.	Use the correct tense throughout a piece of writing.  Use some expanded noun phrases, prepositional phrases and adverbs.  Use modal verbs to indicate degrees of possibility.	Use commas to clarify meaning or avoid ambiguity in writing.  Use brackets, dashes or commas to indicate parenthesis.	Use a dictionary independently to check the spelling and meaning of suggested words.  Spell some words correctly, including common exception words (years 5 and 6 list).	Produce legible joined handwriting quickly.  Change the style for the task e.g. notes, final version.  Use different forms of letters e.g. algebra, labels, an email address, block capitals for forms.

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<b>Year 6 Phase 1</b>	<p>Create atmosphere and include dialogue in narratives to convey character.</p> <p>Identify the differences between formal and informal language.</p> <p>Use structures typical of informal speech e.g. use of question tags.</p>	<p>Use conjunctions and adverbials to link sentences and paragraphs.</p> <p>Use subordinate and relative clauses.</p>	<p>Using modal verbs or adverbs to indicate degrees of possibility.</p> <p>Use adverbs, prepositional phrases and noun phrases to add detail.</p>	<p>Use semi colons to mark boundaries between independent clauses.</p> <p>Punctuate bullet points correctly.</p>	<p>Use suffixes: ant, ance, ancy, ent, ence, ency.</p>	<p>Produce legible, fluent handwriting quickly through choosing whether or not to join specific letters.</p> <p>Produce a variety of differently presented pieces of work.</p>
<b>Year 6 Phase 2</b>	<p>Use the dialogue in narratives to advance the action.</p> <p>Select appropriate vocabulary for the identified audience.</p> <p>Use structures for formal speech and writing e.g. subjunctive form.</p>	<p>Use pronouns, determiners, conjunctions and adverbials to link sentences and paragraphs.</p> <p>Use a range of clauses in different positions within the sentence to good effect.</p>	<p>Use passive voice mostly appropriately.</p>	<p>Use colons to mark boundaries between independent clauses.</p> <p>Use hyphens to avoid ambiguity.</p>	<p>Use a dictionary freely to check the spelling and meaning of words in own writing.</p> <p>Use suffixes: able, ible, ably, ibly.</p>	<p>Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</p>
<b>End of year 6</b>	<p>Create atmosphere, and integrate dialogue to convey character and advance the action.</p> <p>Selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly.</p>	<p>Use a range of cohesive devices, including adverbials, within and across sentences and paragraphs.</p> <p>Use a wide range of clause structures, sometimes varying their position within the sentence.</p>	<p>Use passive and modal verbs mostly appropriately.</p> <p>Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.</p>	<p>Use inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and make some correct use of semi-colons, dashes, colons and hyphens.</p>	<p>Spell most words correctly, including common exception words (years 5 and 6).</p>	<p>Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</p>
<b>Greater depth</b>	<p>Manage shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures.</p>		<p>Select verb forms for meaning and effect.</p>	<p>Use the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.</p>		