

A Guide to Progression in Writing

This guide should be used alongside:

- ❖ Development Matters
- ❖ Letters and Sounds
- ❖ National Curriculum 2013
- ❖ Interim Assessment Guidance 2016
- ❖ The schools' English Curriculum

It draws on:

- ❖ Exemplification of Standards in Writing (Focus Education)

Year 1 Term 1

I can:

- ❖ Write simple sentences
- ❖ Read my sentences
- ❖ Make sure other people can read my sentences
- ❖ Spell CVC words
- ❖ Spell phase 2 tricky words
- ❖ Write harder words which are phonetically plausible
- ❖ Mostly remember to use a capital letter and full stop for my sentences

I need to:

- ❖ Write grammatically correct simple sentences, leaving spaces between the words
- ❖ Use capital letters and full stops correctly
- ❖ Apply all my phase 2 and 3 phonic knowledge to spell words correctly
- ❖ Spell phase 3 tricky words
- ❖ Begin to spell phase 4 tricky words
- ❖ Spell CVCC words and CCVC words
- ❖ Form lower case letters mostly correctly

Year 1 Term 2

I can:

- ❖ Write grammatically correct simple sentences, leaving spaces between the words
- ❖ Use capital letters and full stops correctly
- ❖ Apply all my phase 2 and 3 phonic knowledge to spell words correctly
- ❖ Spell phase 3 tricky words
- ❖ Begin to spell phase 4 tricky words
- ❖ Spell CVCC words and CCVC words
- ❖ Form lower case letters mostly correctly

I need to:

- ❖ Write sentences in a sequence
- ❖ Join words and phrases using 'and' to make grammatically correct sentences
- ❖ Use the spelling rules for adding -s or -es to nouns to make them plural
- ❖ Spell all phase 2 and 3 words correctly all the time
- ❖ Spell most phase 4 words correctly
- ❖ Use capital letters, full stops and question marks correctly
- ❖ Form lower case letters and digits 0-9 correctly

Year 1 Term 3

I can:

- ❖ Write sentences in a sequence
- ❖ Join words and phrases using 'and' to make grammatically correct sentences
- ❖ Use the spelling rules for adding –s or –es to nouns to make them plural
- ❖ Spell all phase 2 and 3 words correctly all the time
- ❖ Spell some most 4 words correctly
- ❖ Use capital letters, full stops and question marks correctly
- ❖ Form lower case letters and digits 0-9 correctly

I need to:

- ❖ Use story vocabulary
- ❖ Use time words to sequence my sentences
- ❖ Use capital letters for people, places, the days of the week and personal pronoun 'I'
- ❖ Spell all phase 4 words
- ❖ Spell some phase 5 words
- ❖ Use the spelling rules for Y1 to add suffixes to words
- ❖ Know and use correctly all the spelling for year 1
- ❖ Always write grammatically correct and correctly punctuated sentences with correctly formed and sized letters, with spaces between words.

Year 2 Term 1

I can:

- ❖ Use story vocabulary
- ❖ Use time words to sequence my sentences
- ❖ Use capital letters for people, places, the days of the week and personal pronoun 'I'
- ❖ Spell all phase 4 words
- ❖ Spell some phase 5 words
- ❖ Use the spelling rules for Y1 to add suffixes to words
- ❖ Know and use correctly all the spelling for year 1
- ❖ Always write grammatically correct and correctly punctuated sentences with correctly formed and sized letters, with spaces between words.

I need to:

- ❖ Structure my stories
- ❖ Use the language of time
- ❖ Write sentences with different forms (statement, question, command, exclamation)
- ❖ Use adjectives to make expanded noun phrases
- ❖ Join words and clauses (co-ordination) using *and*, *because* and *when*
- ❖ Spell many phase 5 words, using new ways of spelling phonemes for which one or more spellings are already known
- ❖ Use the apostrophe for contraction
- ❖ Use suffixes *er*, *ly* and *ful*
- ❖ Start to use joining strokes in my handwriting

Year 2 Term 2

I can:

- ❖ Structure my stories
- ❖ Use the language of time
- ❖ Write sentences with different forms (statement, question, command, exclamation)
- ❖ Use adjectives to make expanded noun phrases
- ❖ Join words and clauses (co-ordination) using *and*, *because* and *when*
- ❖ Spell many phase 5 words, using new ways of spelling phonemes for which one or more spellings are already known
- ❖ Use the apostrophe for contraction
- ❖ Use suffixes *er*, *ly* and *ful*
- ❖ Start to use joining strokes in my handwriting

I need to:

- ❖ Write a structured story with a setting
- ❖ Write about real events in structured recounts and reports
- ❖ Involve the reader through the use of a command or question
- ❖ Use the present and past tense correctly, including the progressive form
- ❖ Spell all phase 5 words correctly and words with the suffixes – *ment*, *-ness* and *-less*
- ❖ Use the possessive apostrophe
- ❖ Join words and clauses (co-ordination) using *and*, *or* and *but*
- ❖ Use the strokes needed to join letters

Year 2 Term 3

I can:

- ❖ Write a structured story with a setting
- ❖ Write about real events in structured recounts and reports
- ❖ Involve the reader through the use of a command or question
- ❖ Use the present and past tense correctly, including the progressive form
- ❖ Spell all phase 5 words correctly and words with the suffixes – *ment*, *-ness* and *-less*
- ❖ Use the possessive apostrophe
- ❖ Join words and clauses (co-ordination) using *and*, *or*, *but*
- ❖ Use the strokes needed to join letters

I need to:

- ❖ Use simple story structure, or the correct layout for reports or recounts
- ❖ Make sure my writing is grammatically correct throughout
- ❖ Develop first ideas over two or three sentences
- ❖ Use a wide variety of time connectives e.g. '*after a few minutes*', '*later that day*', '*suddenly*', '*meanwhile*'
- ❖ Join words and clauses using subordination using *if*, *or* and *that*
- ❖ Correctly demarcate sentences
- ❖ Use capital letters correctly
- ❖ Spell all the words for year 2
- ❖ Apply my phonic knowledge to spell unfamiliar words
- ❖ Join letters correctly, using spaces between words which are the right size

Year 3 Term 1

I can:

- ❖ Use simple story structure or the correct layout for reports or recounts
- ❖ Make sure my writing is grammatically correct throughout
- ❖ Develop first ideas over two or three sentences
- ❖ Use a wide variety of time connectives e.g. '*after a few minutes*', '*later that day*', '*suddenly*', '*meanwhile*'
- ❖ Join words and clauses using co-ordination or subordination
- ❖ Correctly demarcate sentences
- ❖ Use capital letters correctly
- ❖ Spell all the KS1 words, using them correctly
- ❖ Apply my phonic knowledge to spell unfamiliar words
- ❖ Join letters correctly, using spaces between words which are the right size

I need to:

- ❖ Make a simple plan before I write
- ❖ Describe characters and setting in my story opening
- ❖ Use present and past tenses consistently for a range of verbs
- ❖ Write sentences using conjunctions to express time, place and cause
- ❖ Use paragraphs, headings and sub-headings
- ❖ Use the basic conventions of speech punctuation
- ❖ Use question marks and exclamation marks appropriately
- ❖ Spell all the words from KS1 correctly and start to learn and use the year 3 spellings and spelling rules
- ❖ Join letters correctly and not the letters that do not join

Year 3 Term 2

I can:

- ❖ Make a simple plan before I write
- ❖ Describe characters and setting in my story opening
- ❖ Use present and past tenses consistently for a range of verbs
- ❖ Write sentences using conjunctions to express time, place and cause
- ❖ Use paragraphs, headings and sub-headings
- ❖ Use the basic conventions of speech punctuation
- ❖ Use question marks and exclamation marks appropriately
- ❖ Spell all the words from KS1 correctly and start to learn and use the year 3 spellings and spelling rules
- ❖ Join letters correctly and not the letters that do not join

I need to:

- ❖ Open paragraphs with a topic sentence which introduces the content of the paragraph
- ❖ Write detailed sentences which have more than one idea
- ❖ Extend sentences with a variety of conjunctions
- ❖ Make effective word choices
- ❖ Use the possessive apostrophe with plural nouns
- ❖ Spell all the words from KS1 correctly and continue to learn and use the year 3 spellings and spelling rules
- ❖ Increase the legibility, consistency and quality of my handwriting

Year 3 Term 3

I can:

- ❖ Open paragraphs with a topic sentence which introduces the content of the paragraph
- ❖ Write detailed sentences which have more than one idea
- ❖ Extend sentences with a variety of conjunctions
- ❖ Make effective word choices
- ❖ Use the possessive apostrophe with plural nouns
- ❖ Spell all the words from KS1 correctly continue to learn and use the year 3 spellings and spelling rules
- ❖ Increase the legibility, consistency and quality of my handwriting

I need to:

- ❖ Write a well-structured narrative, with a simple plot
- ❖ Write an ending which links to the beginning of my story
- ❖ Use and apply the text types I have learnt in other subject lessons
- ❖ Draw on good models of writing to help my writing
- ❖ Use a range of sentence openers, including fronted adverbials
- ❖ Use commas after fronted adverbials and to mark other boundaries in a sentence
- ❖ Write grammatically correct, accurately punctuated sentences (including dialogue)
- ❖ Spell all the words from KS1 and use all the year 3 spellings and spelling rules correctly
- ❖ Have legible, joined handwriting of a good size.

Year 4 Term 1

I can:

- ❖ Write a well-structured narrative, with a simple plot
- ❖ Write an ending which links to the beginning of my story
- ❖ Use and apply the text types I have learnt in other subject lessons
- ❖ Draw on good models of writing to help my writing
- ❖ Use a range of sentence openers, including fronted adverbials
- ❖ Use commas after fronted adverbials and to mark other boundaries in a sentence
- ❖ Write grammatically correct, accurately punctuated sentences (including dialogue)
- ❖ Spell all the words from KS1 and use all the year 3 spellings and spelling rules correctly
- ❖ Have legible, joined handwriting of a good size.

I need to:

- ❖ Make the purpose of my writing clear
- ❖ Engage the reader with effective variation of sentences and expanded noun phrases
- ❖ Draw structures and effects from shared texts or my reading
- ❖ Make effective and controlled word choices
- ❖ Use the present perfect form of verbs, in contrast to the past tense
- ❖ Use standard English forms for verb inflexions
- ❖ Use punctuation correctly, including inverted commas and other punctuation to indicate direct speech
- ❖ Use all the year 3 spellings and spelling rules correctly and begin to learn the ones for year 4
- ❖ Make my handwriting clearly formed and consistent

Year 4 Term 2

I can:

- ❖ Make the purpose of my writing clear
- ❖ Engage the reader with effective variation of sentences and expanded noun phrases
- ❖ Draw structures and effects from shared texts or my reading
- ❖ Make effective and controlled word choices
- ❖ Use the present perfect form of verbs, in contrast to the past tense
- ❖ Use standard English forms for verb inflexions
- ❖ Use punctuation correctly, including inverted commas and other punctuation to indicate direct speech
- ❖ Use all the year 3 spellings and spelling rules correctly and begin to learn the ones for year 4
- ❖ Make my handwriting clearly formed and consistent

I need to:

- ❖ Write well-shaped and structured stories
- ❖ Sustain the plot through to the end and write a well-rounded ending
- ❖ Write a clear explanation with the language of cause and effect
- ❖ Expand noun phrases with the addition of modifying adjectives
- ❖ Know the grammatical difference between plural and possessive -s
- ❖ Use pronouns or nouns within and across sentences to aid cohesion and avoid repetition
- ❖ Use punctuation correctly, including apostrophes
- ❖ Use all the year 3 spellings and spelling rules correctly and continue to learn the ones for year 4
- ❖ Make my handwriting well-formed and consistently sized

Year 4 Term 3

I can:

- ❖ Write well-shaped and structured stories
- ❖ Sustain the plot through to the end and write a well-rounded ending
- ❖ Write a clear explanation with the language of cause and effect
- ❖ Expand noun phrases with the addition of modifying adjectives
- ❖ Know the grammatical difference between plural and possessive -s
- ❖ Use pronouns or nouns within and across sentences to aid cohesion and avoid repetition
- ❖ Use punctuation correctly, including apostrophes
- ❖ Use all the year 3 spellings and spelling rules correctly and continue to learn the ones for year 4
- ❖ Make my handwriting well-formed and consistently sized

I need to:

- ❖ Write clearly structured narratives with characters, settings and plots well defined and developed.
- ❖ Move events in stories forward with action, description and dialogue
- ❖ Choose to use non-narrative text types I've learnt appropriately and consciously in other subject lessons
- ❖ Make links from one paragraph to the next
- ❖ Add detail to my sentences with expanded noun phrases and more than one clause.
- ❖ Use pronouns or nouns within and across sentences to aid cohesion and avoid repetition
- ❖ Use standard English in all my writing
- ❖ Edit my writing to increase its impact on the reader
- ❖ Use all the year 3 and year 4 spellings and spelling rules correctly
- ❖ Make my handwriting well-formed and when I change it, do it for a particular effect

Year 5 Term 1

I can:

- ❖ Write clearly structured narratives with characters, settings and plots well defined and developed.
- ❖ Move events in stories forward with action, description and dialogue
- ❖ Choose to use non-narrative text types I've learnt appropriately and consciously in other subject lessons
- ❖ Make links from one paragraph to the next
- ❖ Add detail to my sentences with expanded noun phrases and more than one clause.
- ❖ Use pronouns or nouns within and across sentences to aid cohesion and avoid repetition
- ❖ Use standard English in all my writing
- ❖ Edit my writing to increase its impact on the reader
- ❖ Use all the year 3 and year 4 spellings and spelling rules correctly
- ❖ Make my handwriting well-formed and when I change it, do it for a particular effect

I need to:

- ❖ Use an opening sentence that makes the context clear
- ❖ Use detailed and multi-clause sentences to convey additional information
- ❖ Make precise word choices to create particular effects
- ❖ Make the focus of non-fiction writing clear
- ❖ Set out and develop paragraphs clearly
- ❖ Use specific and technical vocabulary
- ❖ Learn how to write formal speech and writing, including subjunctive forms
- ❖ Use modal verbs or adverbs to indicate degrees of possibility
- ❖ Use bullet points and colons
- ❖ Use all the LKS2 spellings and spelling rules correctly and begin to learn the year 5 ones
- ❖ Make my handwriting consistently sized and joined

Year 5 Term 2

I can:

- ❖ Use an opening sentence that makes the context clear
- ❖ Use detailed and multi-clause sentences to convey additional information
- ❖ Make precise word choices to create particular effects
- ❖ Make the focus of non-fiction writing clear
- ❖ Set out and develop paragraphs clearly
- ❖ Use specific and technical vocabulary
- ❖ Learn how to write formal speech and writing, including subjunctive forms
- ❖ Use modal verbs or adverbs to indicate degrees of possibility
- ❖ Use bullet points and colons
- ❖ Use all the LKS2 spellings and spelling rules correctly and begin to learn the year 5 ones
- ❖ Make my handwriting consistently sized and joined

I need to:

- ❖ Choose language to create a picture for the reader
- ❖ Use sentence types that are appropriate for the purpose and the audience
- ❖ Open sentences with language which set out ideas and reinforce them eg Many people believe that...
- ❖ Link ideas across paragraphs using adverbials or tense choice
- ❖ Use passive verbs
- ❖ Use modals correctly
- ❖ Use dashes or commas to indicate parenthesis
- ❖ Use all the LKS2 spellings and spelling rules correctly and continue to learn the year 5 ones
- ❖ Write legibly and fluently

Year 5 Term 3

I can:

- ❖ Choose language to create a picture for the reader
- ❖ Use sentence types that are appropriate for the purpose and the audience
- ❖ Open sentences with language which set out ideas and reinforce them e.g. many people believe that...
- ❖ Link ideas across paragraphs using adverbials or tense choice
- ❖ Use passive verbs
- ❖ Use modals correctly
- ❖ Use dashes or commas to indicate parenthesis
- ❖ Use all the LKS2 spellings and spelling rules correctly and continue to learn the year 5 ones
- ❖ Write legibly and fluently

I need to:

- ❖ Demonstrate understanding of the purpose and audience of my writing
- ❖ Use features and appropriate sentence structures for the text types taught so far
- ❖ Use appropriate formality or informality depending on audience or purpose
- ❖ Use stylistic devices such as simile or metaphor
- ❖ Identify different clauses within sentences
- ❖ Secure the basic conventions of standard English
- ❖ Use a range of prepositions correctly
- ❖ Use all punctuation taught so far correctly
- ❖ Use all the LKS2 and year 5 spellings and spelling rules correctly
- ❖ Write legibly, fluently and with increasing speed

Year 6 Term 1

I can:

- ❖ Demonstrate understanding of the purpose and audience of my writing
- ❖ Use features and appropriate sentence structures for the text types taught so far
- ❖ Use appropriate formality or informality depending on audience or purpose
- ❖ Use stylistic devices such as simile or metaphor
- ❖ Identify different clauses within sentences
- ❖ Secure the basic conventions of standard English
- ❖ Use a range of prepositions correctly
- ❖ Use all punctuation taught so far correctly
- ❖ Use all the LKS2 and year 5 spellings and spelling rules correctly
- ❖ Write legibly, fluently and with increasing speed

I need to:

- ❖ Write a clearly structured and well-paragraphed story
- ❖ Create atmosphere and integrate dialogue to convey character and the action
- ❖ Select vocabulary and grammatical structures that reflect the level of formality required mostly consistently
- ❖ Use active and passive verbs
- ❖ Use connecting words and phrases
- ❖ Form complex sentences
- ❖ Secure knowledge and understanding of more sophisticated punctuation marks
- ❖ Use all the Y5 spellings and spelling rules correctly and begin to learn the year 6 ones
- ❖ Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

Year 6 Term 2

I can:

- ❖ Write a clearly structured and well-paragraphed story
- ❖ Create atmosphere and integrate dialogue to convey character and the action
- ❖ Select vocabulary and grammatical structures that reflect the level of formality required mostly consistently
- ❖ Use active and passive verbs
- ❖ Use connecting words and phrases
- ❖ Form complex sentences
- ❖ Secure knowledge and understanding of more sophisticated punctuation marks
- ❖ Use all the Y5 spellings and spelling rules correctly and begin to learn the year 6 ones
- ❖ Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

I need to:

- ❖ Write for a range of purposes and audiences
- ❖ Write a short story
- ❖ Use a range of cohesive devices, including adverbials within and across sentences and paragraphs
- ❖ Write with clarity, sentences that convey complicated information
- ❖ Explore use of conditionals in past and future
- ❖ Use all the Y5 spellings and spelling rules correctly and continue to learn the year 6 ones
- ❖ Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task

Year 6 Term 3

I can:

- ❖ Write for a range of purposes and audiences
- ❖ Write a short story
- ❖ Use a range of cohesive devices, including adverbials within and across sentences and paragraphs
- ❖ Write with clarity, sentences that convey complicated information
- ❖ Explore use of conditionals in past and future
- ❖ Use all the Y5 spellings and spelling rules correctly and continue to learn the year 6 ones
- ❖ Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task

I need to:

Write for a range of purposes and audiences (including writing a short story):

- ❖ creating atmosphere, and integrating dialogue to convey character and advance the action
- ❖ selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
- ❖ using a range of cohesive devices*, including adverbials, within and across sentences and paragraphs
- ❖ using passive and modal verbs mostly appropriately
- ❖ using a wide range of clause structures, sometimes varying their position within the sentence
- ❖ using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- ❖ using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- ❖ spelling most words correctly* (years 5 and 6)
- ❖ maintain legibility, fluency and speed in handwriting

To work at greater depth I need to:

Write for a range of purposes and audiences:

- ❖ managing shifts between levels of formality through selecting vocabulary precisely and by manipulating grammatical structures
- ❖ selecting verb forms for meaning and effect
- ❖ using the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.

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