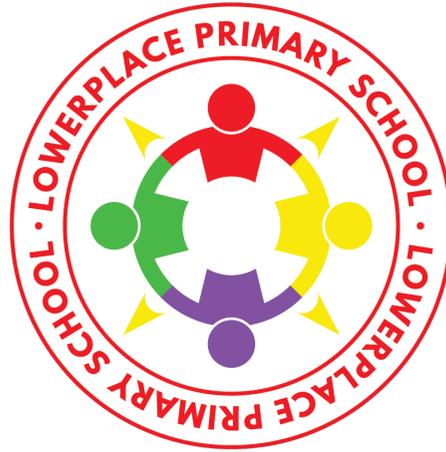


# Lowerplace Primary School



## Writing Skills Progression

### EYES

#### *Organisation and structure:*

- *Encourage children to draw freely*
- *Write simple phrases and sentences that can be read by others.*
- *Re-read what they have written to check that it makes sense.*

#### *Vocabulary and grammar*

- *Write some or all of their names.*

#### *Punctuation*

- *Write short sentences using a capital letter and a full stop.*

#### *Spelling and handwriting*

- *Spell words by identifying sounds in them and representing the sounds with a letter or letters.*
- *Write recognisable letters, most of which are correctly formed.*

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Organisation and structure</b>	<ul style="list-style-type: none"> <li>- Write sentences that are sequences to form a short narrative real or fictional.</li> <li>- Begin to make improvements to writing, checking for spelling and punctuation errors and improving word choice.</li> <li>- Re-read their writing aloud to check that it makes sense.</li> </ul>	<ul style="list-style-type: none"> <li>- Write simple, coherent narratives about personal experiences and those of others (real or fictional).</li> <li>- Write about real events, recording these simply and clearly.</li> <li>- Write effectively and coherently for different purposes, drawing on their vocabulary and grammar of their writing.</li> </ul>	<ul style="list-style-type: none"> <li>- Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.</li> <li>- Begin to use paragraphs to structure writing.</li> <li>- Make simple additions, revisions and proof-reading corrections to their own writing.</li> </ul>	<ul style="list-style-type: none"> <li>Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.</li> <li>- Proof read their work and assess the effectiveness of their own and others' writing and make simple additions and revisions.</li> <li>- Use paragraphs and structure according to purpose and audience.</li> </ul>	<ul style="list-style-type: none"> <li>- Use organisational and presentational devices to structure text and guide the reader, e.g. bullet points, headings etc. when needed.</li> <li>- Proof read their work and assess the effectiveness of their own and others' writing and make necessary corrections and improvements.</li> <li>- Use synonyms to avoid repetition.</li> </ul>	<ul style="list-style-type: none"> <li>- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address instructions and persuasive writing).</li> <li>- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns &amp; synonyms) within and across paragraphs.</li> <li>- Select the appropriate form and draw independently on what they have read as models for their own writing (e.g. literary language, characterization, structure).</li> </ul>
<b>Vocabulary and grammar</b>	<ul style="list-style-type: none"> <li>- Use adjectives to describe things.</li> <li>- Use the conjunction 'and' to link ideas and sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- Use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses.</li> <li>- Use present and past tense mostly correctly and consistently.</li> </ul>	<ul style="list-style-type: none"> <li>- Use the past and present tense consistently, including the present perfect tense.</li> <li>- Use 'a' or 'an' correctly most of the time.</li> <li>- Begin to describe settings, characters and plot in narratives.</li> <li>- Use expanded noun phrases to develop descriptions of settings and characters.</li> <li>- Use a range of coordinating and subordinating</li> </ul>	<ul style="list-style-type: none"> <li>- Use present, past, progressive and perfect tense verb forms accurately.</li> <li>- Maintain standard English forms correctly, e.g. I was (not I were), should have (not should of), ours (not ares).</li> <li>- Describe settings, characters and plot in narratives.</li> <li>- Begin to expand noun phrases by adding modifying adjectives, nouns and preposition</li> </ul>	<ul style="list-style-type: none"> <li>- Use the correct tense throughout a piece of writing.</li> <li>- In narratives, describe settings and characters.</li> <li>- Use dialogue to convey character and advance the action.</li> <li>- Expand noun phrases by adding ambitious and modifying adjectives, nouns and preposition phrases.</li> <li>- Use adverbs and modal verbs to</li> </ul>	<ul style="list-style-type: none"> <li>- Use verb tenses consistently and correctly throughout their writing.</li> <li>- In narratives, describe settings, characters and atmosphere.</li> <li>- Integrate dialogue in narratives to convey character and advance the action.</li> <li>- Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogue</li> </ul>

			<p>conjunctions.</p> <ul style="list-style-type: none"> <li>- Use fronted adverbials for time and place mostly correctly.</li> <li>- Begin to use some adverbs and prepositions to show time, place and cause.</li> </ul>	<p>phrases.</p> <ul style="list-style-type: none"> <li>- Use a range of adverbs to add detail to writing.</li> <li>- Use fronted adverbials for time, place and manner mostly correctly.</li> </ul>	<p>indicate degrees of possibility, e.g. surely, perhaps, should, might etc.</p> <ul style="list-style-type: none"> <li>- Use relative clauses sometimes beginning with a relative pronoun (who, which, where, when, whose, that).</li> <li>- Use prepositional phrases to add detail and precision.</li> </ul>	<p>in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility).</p> <ul style="list-style-type: none"> <li>- Distinguish between the language of speech and writing and choose the appropriate register.</li> <li>- Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</li> </ul>
<i>Punctuation</i>	<ul style="list-style-type: none"> <li>- Demarcate some sentences with capital letters and full stops and begin to use question marks correctly.</li> <li>- Use capital letters for names, places, the days of the week and the personal pronoun 'I' mostly correctly.</li> </ul>	<ul style="list-style-type: none"> <li>- Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.</li> <li>- Use the punctuation taught at Key Stage 1 mostly correctly, e.g. commas in a list, apostrophes in contractions and apostrophes to mark singular possession in nouns.</li> </ul>	<ul style="list-style-type: none"> <li>- Use capital letters, full stops and question marks mostly correctly.</li> <li>- Use commas in lists, apostrophes for contractions and possession mostly correctly.</li> <li>- Begin to use inverted commas to punctuate speech.</li> </ul>	<ul style="list-style-type: none"> <li>- Use capital letters, full stops and question marks correctly.</li> <li>- Use commas in lists, apostrophes for contraction and possession and inverted commas correctly.</li> <li>- Begin to use commas after fronted adverbials and with a reported clause.</li> </ul>	<ul style="list-style-type: none"> <li>- Begin to use commas, hyphens or dashes to indicate parenthesis.</li> <li>- Use the correct punctuation for dialogue correctly.</li> <li>- Use commas to clarify meaning mostly correctly.</li> </ul>	<ul style="list-style-type: none"> <li>- Use the range of punctuation taught at Key Stage 2 correctly (e.g. inverted commas and other punctuation to indicate direct speech, semi-colons, dashes, colons, hyphens &amp; punctuation for parenthesis).</li> <li>- Where necessary, use such punctuation precisely to enhance meaning and avoid ambiguity.</li> </ul>

*Spelling and handwriting*

- Spell many Year 1 common exception words correctly.
- Spell days of the week correctly.
- Use -s and -es to form regular plurals correctly.
- Spell most words containing previously taught phonemes and GPC's accurately.
- Write lower case and capital letters in the correct direction, starting and finishing in the right place.
- Use spacing between words.

- Spell many common exception words.
- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonetically plausible attempts at others.
- Add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.
- Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
- Use spacing between words that reflects the size of the letters.
- Use the diagonal and horizontal strokes needed to join some letters.

- Spell some Year 3/4 common exception words.
- Spell many words correctly, adding prefixes and suffixes appropriately.
- Use the diagonal and horizontal strokes needed to join some letters and understand which are best left unjoined.

- Spell most Year 3/4 common exception words.
- Spell many words correctly, spelling the correct form of homophones.
- Use the diagonal and horizontal strokes needed to join some letters and understand which are best left unjoined.

- Spell many complex homophones correctly, e.g. affect/ effect, practice/practise.
- Spell many Year 5/6 common exception words correctly.
- Maintain legibility in joined handwriting.

- Spell most Year 5/6 common exception words and use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
- Maintain legibility in joined handwriting when writing at speed.