**Writing Progression and Coverage**

| **Year 1 WRITING** | | | |
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| ***Aspect*** | **Autumn** | **Spring** | **Summer** |
| **Handwriting** | * I can begin to sit correctly at a table, holding a pencil comfortably and correctly. * I can begin to form the digits 0-9 correctly. * I can begin to form capital letters correctly. * I can begin to form lower case letters in the correct direction, starting and finishing in the right place after modelling. * I know that letters belong to handwriting families and practise these. | * I can sit correctly at a table, holding a pencil comfortably and correctly. * I can form most of the digits 0-9 correctly. * I form most of the capital letters correctly. * I can begin to form lower case letters in the correct direction, starting and finishing in the right place with some reminders. * I am beginning to know which letters belong to which handwriting families and practise these. | * I can form the digits 0-9 correctly. * I form capital letters correctly. * I can begin to form lower case letters in the correct direction, starting and finishing in the right place. * I know which letters belong to which handwriting families and practise these. |
| **Spelling** | * I can begin to spell unknown words using my phonemes (sounds). *(phonetically plausible attempts: yoo, rayn- rain, sed- said frend for friend)* * I can begin to spell common exception words. * I can recognise the days of the week. * I can name the letters of the alphabet in order. | * I can spell unknown words using my phonemes (sounds). * I can continue to spell common exception words. * I can begin to use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words. * I can begin to write from memory simple dictated sentences including the words taught so far. * I can begin to spell the days of the week. * I can name the letters of the alphabet confidently. * I can begin to add ‘un’ at the beginning of a word to create a new word. | * I can spell words containing each of the 40+ phonemes already taught. * I can spell common exception words (English Appendix 1). * I can use the suffixes -ing, -ed, -er and -est where no change is needed in the spelling of root words. * I can write from memory simple dictated sentences including the words taught so far. * I can spell the days of the week. * I can use letter names to show alternative spellings of the same phonemes. * I can add ‘un’ at the beginning of a word to create a new word. * I can spell word that use suffixes for plurals or third person. *(E*.g.: adding s/es- *box, fox, fix, pencil, pen)* |
| **Composition** | * I say a sentence out loud before I write it down. (*Hold a sentence)* * I can begin to read what I have written. * I can begin to discuss what I have written with my teacher. * I can begin to read aloud what I have written to my teacher. | * I can think of and say a sentence before I write it. *(build a sentence)* * I can begin to check my sentences make sense by re-reading them. * I can discuss what I have written with my teacher. * I can begin to read my own writing aloud my writing to my teacher and peers so they can hear me. | * I sequence sentences to form short narratives. *(Beginning/middle/ end- sentences link and build on from each other- The cat walked down the road. It was bright orange and fluffy. It wanted to get home)* * I use sequence sentences in chronological order to recount an event /experience. *(Basic adverbials for when-First, Then, Next, After that)* * I can check my sentences make sense by re-reading them. * I can discuss what I have written with my teacher or other pupils. * I can read my own writing aloud so it can be heard by others and to check for sense. *'Oops, I forgot to put a capital letter after that full stop.'; 'I used my sounds to help me spell that long word.'* |
| **Grammar** | * I can begin to use ‘and’ to join ideas within a sentence. * I use the personal pronoun ‘I’. * I begin to know that words can be put together to build sentences. | * I can use ‘and’ to join ideas within a sentence. * I know that words can be put together to build sentences. * I am beginning to understand how adding un to the beginning of some words changes the word to mean the opposite. * I can begin to add endings such as ing and ed to make new words. * I can begin to make words mean more than one object by adding- s or es. | * I can use ‘and’ to join appropriate ideas within a sentence. *‘I went to the park and played on the swing.’* * I can begin to attempt to use other conjunctions. * I can make sure that word choices are relevant to the context and I use word banks to support this. * I can begin to use adjectives to add detail to my sentences. * I understand how adding un to the beginning of some words changes the word to mean the opposite. * I can add endings such as ing and ed to make new words. * I can make words mean more than one object by adding- s or es. For example, dog and dogs, or wish and wishes. |
| **Punctuation** | * I can begin to leave spaces between words. * I can begin to use a capital letter for the start of a sentence and full stops at the end of a sentence. | * I can leave spaces between words. * I can use a full stop accurately. * I can use a capital letter for the start of a sentence and full stops at the end of a sentence most of the time. * I can begin to use capital letters for the names of people, places and days of the week. *(Aa)* | * I can leave spaces between words without being reminded. * I can begin to use other punctuation such as exclamation and question marks. * I can use capital letters for the names of people, places and days of the week. *(Aa)* |

| **Year 2 WRITING** | | | |
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| ***Aspect*** | **Autumn** | **Spring** | **Summer** |
| **Handwriting** | * I can use some of the diagonal and horizontal strokes needed to join letters. * I can understand which letters, when adjacent to one another, are best left unjoined. * I can write capital letters (and digits) of the correct size/orientation to one another. | * I can use spacing between words that reflects the size of the letters. | * I can form lower case letters of the correct size relative to one another. |
| **Spelling** | * I can segment spoken words into phonemes and record these as graphemes. | * I can spell longer words using suffixes such as ment, ness, ful, less, ly * I can spell common exception words | * I can use apostrophes for the most common contracted words. * I can spell words with different spellings * I can identify and apply my knowledge of homophones/ near homophones |
| **Composition** | * I can develop stamina for writing by writing for different purposes (writing narratives about personal experience and those of others, writing about real events, writing poetry) | * I can plan and discuss the content of my writing. * I can evaluate my writing independently, with peers and with my teacher by making simple additions and corrections.      * I can write, from memory, simple dictated sentences. | * I can proof-read to check for errors in spelling, grammar and punctuation. * I can make changes, sometimes independently and sometimes in discussion with an adult, to improve the effect and impact of my writing. |
| **Grammar** | * My word choices are thoughtful and sometimes ambitious with specific or technical vocabulary used in non-narrative writing. | * I use expanded noun phrases to describe, expand and specify. I use subordination (using when, if, that or because). | * I can use sentences with different forms: statements, questions, exclamations and commands. * I can use subordination (using when, if, that, or because) and co-ordination (using or, and, or but) * I can use present and past tenses correctly and consistently including the progressive form. * I can use adjectives, adverbs and expanded noun phrases to add detail and specify. |
| **Punctuation** | * I can use full stops and capital letters- most are correct. * I can mostly use exclamation and question marks accurately to demarcate sentences. | * I can use capital letters for the personal pronoun I and for most proper nouns. | * I can begin to use commas to separate items in a list. * I can sometimes use apostrophes for singular possession. |

| **Year 3 WRITING** | | | |
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| ***Aspect*** | **Autumn** | **Spring** | **Summer** |
| **Handwriting** | * I increase the legibility, consistency and quality of my handwriting. * I understand which letters, when adjacent to one another, are best left un joined. | * I begin to use the diagonal and horizontal strokes that are needed to join letters. | * I can confidently use the diagonal and horizontal strokes that are needed to join letters |
| **Spelling** | * I use the first two or three letters of a word to check its spelling in a dictionary. * I can identify words that have prefixes and suffixes. | * I spell words with additional prefixes and suffixes and understand how to add them to root words.*(from nouns using super, anti, auto)* * I spell correctly word families based on common words. *(solve, solution, solver)* * I identify the root word in longer words. | * I recognise and spell additional homophones. *(he’ll/heel/heal)* * I make comparisons from a word already known to apply to an unfamiliar word. * I spell some identified commonly misspelt words from the Year 3 and 4-word list. |
| **Composition** | * In narrative writing, I develop resolutions and endings. * I am beginning to make improvements (revise) by proposing changes to grammar and vocabulary to improve consistency.*(The accurate use of pronouns in sentences/ tenses)* | * I sometimes make improvements by proposing changes to grammar and vocabulary to improve consistency.*(The accurate use of pronouns in sentences/ tenses)* * I look at and discuss different models of writing, taking account of purpose and audience. * I plan my writing by discussing and recording ideas. *(timeline, flowchart, spider diagram, jotting, narrative maps and plot points)* * I am beginning to write a narrative with a clear structure, setting, characters and plot. * I suggest improvement to my writing through teacher feedback and am beginning to self-assess. | * I identify structure; grammatical features and use of vocabulary in texts. * I can independently and consistently make changes to grammar and vocabulary to improve consistency. * I write a non-narrative using simple organisational devices such as headings and sub-headings. * I compose sentences using a wider range of structures linked to the grammar objectives.*(e.g. tenses – including present perfect/subordinate clauses/ co-ordinating conjunctions.* * I begin to organise paragraphs around a theme. *(Supported by planning then moving to independence)* * I suggest improvement to my writing through assessing the writing with peers and through self-assessment. |
| **Grammar** | * I use a range of sentences with more than one clause by using a wider range of conjunctions in my writing*. (when, if, because, although)* * I can begin recognise and use determiners ‘a’, ‘an’ and ‘the’ appropriately. (an apple; a house; the yellow car. * I am beginning to use noun phrases to add detail to my writing. | * I use the perfect form of verbs instead of the simple past. *(I have written it down so we can check what he said) (He has worked hard)* * I understand the purpose of, and use, adverbs. * I use conjunctions, adverbs and prepositions to express time and cause. *(the next thing, next, soon, so before, after, during, in, because of)* | * Word choices are adventurous and carefully selected to add detail and to engage the reader. * Detail is added by the expansion of noun phrases before and after the noun and with use of adverbials. * I begin to use fronted adverbials independently in my writing, including the use of a comma. |
| **Punctuation** | * I begin to use inverted commas for some direct speech punctuation. | * I use apostrophes for possession with increasing accuracy including plural possession. | * Commas are sometimes used to mark clause and phrases. * I can use inverted commas for direct speech punctuation. |

| **Year 4 WRITING** | | | |
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| ***Aspect*** | **Autumn** | **Spring** | **Summer** |
| **Handwriting** | * I use the diagonal and horizontal strokes that are needed to join letters. * I understand which letters, when adjacent to one another, are best left un-joined. b/p/s/x | * I increase the legibility, consistency and quality of my handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. |  |
| **Spelling** | * I use the first two or three letters of a word to check its spelling in a dictionary. | * I spell words with additional prefixes and suffixes and understand how to add them to root words.(– ation, ous, ion, ian) * I use plural – s and possessive –s correctly. (The girls were playing football. The girls’ football boots. The girl’s football boots.) | * I recognise and spell additional homophones. (accept/except; whose/who’s; whether/weather; peace/piece; medal/meddle) * I spell identified commonly misspelt words from the Year 3 and 4 word list. |
| **Composition** | * I write from memory simple dictated sentences that include words and punctuation taught. * My narrative writing is organised into clear sequences with more than a basic beginning, middle and end. * I am beginning to plan my writing with appropriate structure and vocabulary included. | * I write a narrative with a clear structure, setting, characters and plot. * I include key vocabulary and grammar choices that link to the style of writing. (e.g.: Scientific words/ historical words/ words that fit with the context such as science fiction) * I am beginning to use drafting, re-drafting and editing process independently to make improvements to writing. | * I begin to open paragraphs with topic sentences and organise them around a theme. (Boxing up method independently; chunking their writing into paragraphs; using plot points to support -they then use this to ensure they have accurate paragraphs and how to demarcate them). * My endings are developed and close the narrative appropriately relating to the beginning or a change in a character. * I can use drafting, re-drafting and editing process independently to make improvements to writing. |
| **Grammar** | * I can use a range of sentences with more than one clause- through use of conjunctions.*(use of a wider range of conjunctions, such as, although, however, despite, as well as: ‘We put our umbrellas up when it rained’ becomes ‘When it rained, we put up our umbrellas.’)* * I use the correct article ‘a’ or ‘an’. * My sentences are often opened in different ways to create effects. * With support, I can make improvements to my writing, by considering vocabulary changes and adjusting the structure of a sentence | * I use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition. (When I was writing about bees, the hive and the queen, I remembered to write ‘they’, ‘it’, and ‘she’ every other time, so that my writing was less repetitive). * I make improvements to my writing by proposing changes to grammar and vocabulary to improve consistency.(e.g. the accurate use of pronouns in sentences/accurate use of pronouns in sentences; ‘I forgot to put the comma after a fronted adverbial’; realise the spelling of proberbly is wrong). * I use fronted adverbials of place, time and manner, including the use of a comma. (‘Later that day, I went shopping’, ‘As the sun went down, despite the dark clouds’) * I can revise (proof read) my writing to ensure Standard English is used for verb inflections. | * I use expanded noun phrases with modifying adjectives. (‘The strict teacher with curly hair.’) * I use adverbs and prepositions to express time, place and cause. * I build cohesion within paragraphs through controlled use of tenses; subordinating and co-ordinating conjunctions. * I use Standard English for verb inflections- instead of spoken forms. (We were- instead of we was, or I did instead of I done. He is/his instead of hes) * I can independently revise my writing to check for grammatical errors and propose changes to vocabulary. |
| **Punctuation** | * Most of my sentences are correctly demarcated. * I am beginning to use the apostrophe for omission and possession. * I mostly use speech punctuation correctly. * I always use commas for fronted adverbials. | * I use the apostrophe for omission and possession.– (women’s rights, children’s cloakroom) * I can use direct speech independently. | * All of my sentences are correctly demarcated. * I secure the use of punctuation in direct speech, including a comma after the reporting clause. (The conductor shouted, “Sit down!”) |

| **Year 5 WRITING** | | | |
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| ***Aspect*** | **Autumn** | **Spring** | **Summer** |
| **Handwriting** | * I choose which shape of a letter to use when given choices and deciding, as part of their personal style, whether, or not, to join specific letters * I choose the writing implement that is best suited for a task. (e.g. quick notes, letters). |  |  |
| **Spelling** | * I form verbs with prefixes, e.g., dis, de, mis, over and re. * I use the first three or four letters of a word to check spelling, meaning or both in a dictionary. * I begin to proof read my work for spelling and punctuation errors*.* | * I spell some words with ‘silent’ letter. *(e.g. knight, psalm, solemn)* * I convert nouns and adjectives into verbs by adding a suffix, for example, ate, ise, ify. * I distinguish between homophones and other words which are often confused. (guessed/guest; serial/cereal; bridal/bridle; altar/alter; desert/dessert; draft/draught; stationary/stationery; principal/principle) | * I can spell identified commonly misspelt words from Year 5 and 6-word list. *(Draw on knowledge of root words e.g.: ordinary to spell extra ordinary/ordinarily)* |
| **Composition** | * My writing shows that I aim for a range of audiences and the purpose of my writing is to inform, entertain or persuade. * I organise writing into paragraphs to show different information or events. (TIP TOP – Time, Place, Topic, Person Speaking) (Paragraphs can be extended or developed- main point, topic, event, idea with an explanation or additional detail) * I can begin to plan for a range of purposes * I can begin to identify some areas where I can edit my work. | * I link ideas within paragraphs. (connecting adverbs and adverbials for time (when); place (where); how (as/with)) * I develop characters through action, description and dialogue. (Correct and effective use of speech, “Well done, you can use speech marks correctly!” exclaimed the teacher proudly. Description of action through well-chosen adjectives, verbs and adverbs). * I add well-chosen detail to interest the reader. (Expanded noun phrases-‘the small playground with the horizontal climbing wall……; the north coast beaches with the best surf…; a tiny kitten with its eyes barely open...’). * I can plan for a range of purposes * I can identify some areas where I can edit my work | * My settings are used to not only create atmosphere, but also to indicate a change. * Models from my reading are often used or integrated into my writing. * I manage shifts in time and place effectively and guide the reader through my text. * I can plan effectively for a range of purposes * I can edit my work with increasing confidence. |
| **Grammar** | * I ensure the correct and consistent use of tense throughout a piece of writing. * I am increasingly using sentences in different ways. *(-ed/-ing/simile openers, adverbials, conjunctions, not with the pronouns I, He, She, They, It, Him, Her etc. or The). (adverbials for time- Later, When the, As the dawn broke,) (Place- nearby, Inside, On top of, Over the rainbow, In a nearby village,) (manner- as quick as a flash, with legs swinging in the air,)* * I can begin to use modal verbs or adverbs to indicate degrees of possibility. (There might be…. It could be….we may be…sometimes….possibly….occasionally…) * I use a thesaurus for alternative word choices when prompted * I use alliteration for effect * I can begin to use expanded noun phrases to convey complicated information concisely. | * I can begin to use stylistic devices to create effects in writing. *(simile, metaphor, personification)* * I use modal verbs or adverbs to indicate degrees of possibility. (There might be…. It could be….we may be…sometimes….possibly….occasionally…) * I can begin to use relative clauses beginning with who, which, where, when, whose, that or with an implied. (i.e. omitted) relative pronoun (Drop-in Sentence) * I suggest changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. * I use a thesaurus confidently for alternative word choices * I can start using sentences in different ways more confidently. *(-ed/-ing/simile openers, adverbials, conjunctions, not with the pronouns I, He, She, They, It, Him, Her etc. or The). (adverbials for time- Later, When the, As the dawn broke,) (Place- nearby, Inside, On top of, Over the rainbow, In a nearby village,) (manner- as quick as a flash, with legs swinging in the air,)* * I can use expanded noun phrases to convey complicated information concisely more confidently. | * I use the perfect form of verbs to mark relationships of time and cause. (e.g. She has gone on holiday, and is not back yet. The coach has left without you, because you have just arrived late.) * I choose words for deliberate effect and I use them thoughtfully and with precision. * I use stylistic devices to create effects in writing (simile, metaphor, personification * I can use relative clauses beginning with who, which, where, when, whose, that or with an implied. (i.e. omitted) relative pronoun (Drop-in Sentence) * I can consistently start sentences in different ways more confidently. *(-ed/-ing/simile openers, adverbials, conjunctions, not with the pronouns I, He, She, They, It, Him, Her etc. or The). (adverbials for time- Later, When the, As the dawn broke,) (Place- nearby, Inside, On top of, Over the rainbow, In a nearby village,) (manner- as quick as a flash, with legs swinging in the air,)* |
| **Punctuation** | * I use commas to clarify meaning or avoid ambiguity in writing. * I can begin to use brackets to indicate parenthesis. | * I use colons to introduce a list. * I use inverted commas and other punctuation to accurately indicate direct speech. * I can use brackets and dashes to indicated parenthesis more confidently. | * I use brackets, dashes or commas to indicate parenthesis more confidently. Outside I was smiling (Inside I was angrier than a bull about to charge). * I can begin to use hyphens to add ambiguity. |

| **Year 6 WRITING** | | | |
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| ***Aspect*** | **Autumn** | **Spring** | **Summer** |
| **Handwriting** | * I produce legible joined and develop my own personal fluent joined handwriting style. *(join/not join specific letters- loops)* |  |  |
| **Spelling** | * I use a range of spelling strategies not just phonetically. * I use a dictionary to check spelling/meaning. * I proof read and edit my work to check for spelling and punctuation errors. *(Year 3 and 4 and year 5/6 word lists)* * I ensure I use the correct homophone. *(see year 5/6 homophone list)* * I spell most words with silent letters. | * I change verbs into nouns by adding suffixes.(tion/sion/ment – cancel- cancellation/ expand- expansion/ excite- excitement/ enjoy- enjoyment) | * I make sure that I can spell the vast majority of words that appear in the Year 5/6 list. |
| **Composition** | * I use a thesaurus to develop word understanding and build a bank of antonyms and synonyms. | * I use paragraphs correctly so that each one has a clear topic, has a signal of change in time, place or event. *(TIP TOP/PEE)* * I adapt the grammar and vocabulary used in my writing to suit the audience and purpose.(choose the appropriate form and register/ structure/ layout) * I create atmosphere and describe settings- I use antonyms and synonyms to enhance the description. * I describe and integrate dialogue to convey character and advance the action. (use of inverted commas, mostly correct) * I add detail to my writing by using expanded noun phrases to add precision, detail and qualification. | * My second drafts show evaluative and reflective thinking which is evidenced by thoughtful and effective changes made to create effects and to impact on the reader. * My writing is evaluated as a matter of course and proof reading ensures a high level of accuracy. |
| **Grammar** | * I use the correct tense throughout a piece of writing. * I use modal verbs mostly appropriately to suggest degrees of possibility. (could, would, might) * I add precision, detail and qualification using prepositional phrases and adverbs. * I effectively draft my work so that I enhance meaning and adapt my grammar choices for effect. | * I use a range of cohesive devices, including adverbials, within and across sentences and paragraphs.(Pronouns/ adverbials, conjunctions, similes, -ing, -ed, adverb openers/ repetition of key words for effect/ prepositional phrases/ tenses are secure/ellipses in narratives) * I ensure correct subject verb agreement in singular and plural. e.g. was – I (one person) were – we (more than one- the children were) * I use a wide range of clause structures, sometimes varying their position within the sentence.*(Relative clauses/ embedded clauses/subordinate and coordinating clauses/ adverbials/ prepositional clauses).* * I use structures typical of very formal speech. (Subjunctive forms- If I were/ Were they to come or questions tags- he is your friend, isn’t he?) | * I use modal verbs and adverbs to position an argument as well as indicate degrees of possibility, probability and certainty. * I use a range of verb forms to create more subtle meanings. * I use the passive voice to present information with a different emphasis.(I broke the window in the greenhouse- The window of the greenhouse was broken (by me). * My vocabulary choices are imaginative and words are used precisely and appropriately to create impact and enhance meaning. |
| **Punctuation** | * I can mostly use commas correctly to mark phrases and clauses and provide clarity. | * I make some correct use of a further range of punctuation across a range of writing.(Colons to start lists; semi colons to separate items in lists and hyphens to emphasis ideas/ use of semi colon/ colon to mark clauses- It’s raining; I’m fed up) * I can use punctuation for parenthesis, mostly correctly. *(brackets/commas/hyphens)* |  |