



St. Joseph's Catholic Primary School
Writing Teacher Assessment Progression
Year 1 to Year 3



Year 1	Year 2	Year 3
Working Towards (W)	Working Towards (W)	Working Towards (W)
Compose a sentence orally before writing it.		Write for a range of real purposes and audiences.
Write simple phrases and sentences that can be read by others. (ELG)		Develop some description (narrative) and facts (Non-fiction) in expanded sections
	Write sentences that are sequenced to form a short narrative (real or fictional)	Structure fiction and non-fiction texts appropriately for the writing form/ genre) with related ideas and information
		Write in a well-structured form that is appropriate for the genre
		Use past and present tense mostly correctly.
		Mostly use the correct tense throughout a piece of writing.
		Use some subordination (when/if/that/because/as) to join clauses.
		Use co-ordinating conjunctions (and/or/but) FANBOYS to join clauses.
Shows an awareness of how full stops are used in writing.	Demarcate some sentences with capital letters and full stops	Demarcate some sentences in their writing with capital letters and full stops, and use question marks correctly when required.
Write in first person using a capital letter for the personal pronoun I.		
Spell words by identifying sounds in them and representing the sounds with a letter or letters. (ELG)	Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others	Spell most Key Stage 1 common exception words.
Make phonetically plausible attempts to spell words.	Spell some common exception words	
Write recognisable letters, most of which are correctly formed. (ELG)	Form lower-case letters in the correct direction, starting and finishing in the right place	
Begin to space words correctly.	Form lower-case letters of the correct size relative to one another in some of their writing	Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters and use clear spacing between words.
	Use spacing between words	



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Working Towards (W +) if working within this band – Expected (E) once completed	Working Towards (W +) if working within this band – Expected (E) once completed	Working Towards (W +) if working within this band – Expected (E) once completed
Write a sequence of sentences to form short narratives and recount an event or an experience.	Write simple, coherent narratives about personal experiences and those of others (real or fictional)	Write a range of text types with a clear structure.
	Write about real events, recording these simply and clearly	Write narratives with linked events. Write a non-narrative using simple organisational devices such as headings and sub-headings.
Begin to use adjectives.	Use expanded noun phrases for description	Use a range of adverbs of time, reason, manner and place.
		Correct use of a / an before a noun.
		Use prepositions.
Re-read what they have written to check that it makes sense.		Make some simple additions, revisions and proof-reading corrections to their own writing.
Use 'and' to join words and clauses	Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.	Use a range of subordinating conjunctions eg. While, until, who, even though, although.
		Begin to group related material together to form simple paragraphs.
		Use varied sentence openers. (<i>Adverbs, adjectives, determiners</i>)
	Use present and past tense mostly correctly and consistently.	Use present perfect tense when appropriate.(<i>Charlotte has become friends with Sam</i>)
Use of question marks and exclamation marks.	Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required.	Begin to use some the following punctuation:
Demarcate some sentences with capital letters, full stops.		• Commas for lists. • exclamation marks • apostrophes to mark contractions
Can use capital letters for names - people, places, week days		Spell some words with spelling patterns from the LKS2 programme of study and Year and 4 word list.
		Spell some words with prefixes - for example, un-, mis-, dis-, super-, anti-, auto-, in-, im-, il-, ir-, sub-.
To spell most words including alternative vowel phonemes.		Spell some words with suffixes and understand how to add them to root words. For example, -ment, -ness, -ful, -less
Spell many Year 1 common exception words.		
Use the prefix 'un' can be added to words to change meaning: unhelpful, unhappy, undo, unfair etc.		Word families based on common words. For example – solve, solution, solver.
Use suffixes -s and -es for plurals.		
Spell the days of the week.		Spell the correct form of common homophones. Eg. their/there/they're, to/too/two
Use suffixes -ed, -ing, -er, and -est where no change is needed to root word.	Spell many common exception words.	
Leave appropriate finger spaces between words.	Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.	
Form most lower-case letters in the correct direction, starting and finishing in the right place. Form most capital letters correctly.	Use spacing between words that reflects the size of the letters.	Use the diagonal and horizontal strokes to join letters and understand which letters, when adjacent to one another, are best left un-joined.



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Year 1	Year 2	Year 3
Greater Depth (G)	Greater Depth (G)	Greater Depth (G)
Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.	Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.	To plan and write with an understanding of purpose and audience drawing independently on what they have read, at an age appropriate level.
Use some expanded noun phrases to describe or clarify.	Spell most common exception words.	To maintain characterisation throughout a fiction piece and genre in a non fiction.
Use different sentence types for effect: statements, questions, exclamations, commands.	Add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, less, -ly)*	Begin to show some maturity, command of ambitious and technical vocabulary and sentence structure.
Spell most Year 1 common exception words	Demarcate sentences with exclamation marks, commas in lists, apostrophes for contraction and apostrophes for singular possession (greater depth)	Ideas are consistently organised in sections. Some detail / description / explanation to events expanded through careful choice of vocabulary
Consistently use the full range of punctuation taught within Y1.	Use the punctuation taught at key stage 1 mostly correctly.	Begin to assess the effectiveness of writing by:
Improve writing after discussion with the teacher.	make simple additions, revisions and proof-reading corrections to their own writing	- editing to improve vocabulary and punctuation - redrafting to improve the overall effect of the writing.
	use the diagonal and horizontal strokes needed to join some letters	