



Progression in Writing Knowledge and Skills at St. Joseph's Catholic Primary School

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spelling	Follow Read Write inc phonics progression (reception)	Follow Read Write inc phonics progression (Year 1) Follow the year group spelling rules and guidance set out in the National Curriculum 2014 (page 39 onwards)	Follow St. Joseph's Spelling Curriculum year group spelling sounds and the rules and guidance set out in the National Curriculum 2014 (page 39 onwards)				
Handwriting	Autumn term -Use some recognisable letters and own symbols Spring term - Name writing; form letters in name correctly -Begin to form most lower case letters correctly; starting and finishing in the right place, going the right way round, correctly orientated Summer term: -Form some capital letters correctly, including the initial letter of their name - Uses finger spaces ELG: -Write recognisable letters, most of which are correctly formed	-Holds a pencil comfortably and correctly -Uses spaces between words -Digits 0-9 are mostly accurately formed -Write using clear ascenders and descenders -Form many lowercase and capital letters correctly, starting and finishing in the correct place	-Use spacing between words that reflects the size of the letters. -Start joining letters and understand which letters are best left un joined -Form capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters -Begin to use the diagonal and horizontal strokes needed to join letters in most writing	-Use joined writing throughout their independent writing with greater consistency using diagonal and horizontal strokes - Form capital letters accurately in size proportionate to the rest of the writing	-Write legibly and with increasing fluency, paying attention to size and spacing - Write ensuring that down strokes of letters are parallel and equidistant so that lines of writing are equally space and ascenders and descenders do not touch -Join handwriting throughout independent writing using diagonal and horizontal strokes with greater fluency	-Write fluently using a joined style as appropriate for independent writing - Chose whether to print in upper or lower case rather than joining -Handwriting is usually legible and fluent when writing at an increased speed, including appropriate choice of implement, letter shape and whether or not to join letters	-Maintain legibility in joined handwriting when writing at speed

Composition: Planning	-Orally compose a sentence and hold it in memory before attempting to write it	-Orally rehearse sentences and sequence them to form short narratives	-Plan or say out loud what they are going to write about - Write down ideas and key words, including new vocabulary	-Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions. -Discuss and record ideas for planning e.g. story mountain, text map, story board, flow chart, boxing up -Plan, draft and orally rehearse writing, including selecting vocabulary and phrases to interest the reader	-Discuss and record ideas for planning e.g. story mountain, text map, story board, flow chart, boxing up -Read and analyse narrative, non-fiction and poetry and identify the text structure, layout language and punctuation used. -Identify and discuss purpose and audience for the text type	-Draw on reading and research, noting and developing ideas -Plan writing by identifying the audience and purpose of the writing -Use similar writing models -Think about how authors develop characters and settings	-Plan writing by identifying the audience and purpose of the writing -Draw on similar writing models, reading and research. -Use a range of planning approaches,
Composition: Drafting and Writing	Autumn term: -Give meaning to the marks they make. -Make marks and drawings using increasing control -Name writing -Writing initial sounds - Beginning to build words using letter sounds -Simple dictated sentences e.g. I am ____ It is ____ -Simple labels and captions Spring term: Simple dictated sentences e.g She has ____ It is ____ - Writing - Blending and segmenting CV/CVC words -Spelling reception HF/Tricky words taught so far Begin to recognise and know there -needs to be spaces between words - Write left to right and top to bottom. Summer term: ELG: - Spell words by identifying sounds in them and representing	-Compose and sequence their own sentences to write short narratives and non-fiction texts. -Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	-Orally rehearse each sentence prior to writing - Develop a stamina for writing in order to write at length -Write sentences that are sequenced to form a short narrative (real or fictional) - Write simple poems based on a model -Retell and write narratives with a clear beginning, middle and end based on narratives read to them - Write own narratives based on known story structures with a clear beginning, middle and end -Write a range of non-fiction texts using specific text type features such as to persuade, entertain, instruct, discuss. for a range of audiences -Write simple, coherent narratives about personal experiences and those of others (real or fictional) -Write about real events, recording these simply and clearly	-Create and develop settings, characters and plot in narrative - Create and develop plots based upon a model. -Sequence ideas or events maintaining writing form, - Sequence ideas or events and use adverbs and prepositions - Group related ideas in paragraphs. In narrative, write an opening paragraph and further paragraphs for each stage -Use different sentence structures: simple, compound and complex -Start to use a varied and rich vocabulary and an increasing range of sentence structures - Identify and discuss the purpose, audience, structure, vocabulary, grammar of narrative, non-fiction and poetry -Create setting, characters and plot in narrative writing including some dialogue to show relationship between two characters -Create setting, characters and plot in narrative writing including consistent use of 1st or 3rd person -Write for a range of real purposes and audiences,	-Use paragraphs to organise and sequence fiction, nonfiction texts, extended narrative structures, information and ideas around a theme -Use different ways, including fronted adverbials, to introduce or connect paragraphs -Use simple organisational devices, including headings and sub-headings to aid presentation -Develop settings using vocabulary to create emphasis, atmosphere and suspense. -Develop characters using vocabulary to create detailed descriptions, personality and humour -Improvise and compose dialogue, demonstrate understanding of standard and non-standard English -Use different sentence structures as outlined in vocabulary, grammar and punctuation section -Use organisational devices in non-fiction writing -Write for a range of purposes and audiences with an	-Select appropriate structure, vocabulary and grammar -Use a wide range of devices to build cohesion within a paragraph -Use different sentence structures with increasing control -Use organisation and presentational devices - Adapt sentence length and vocabulary to change and enhance meaning -Write for a range of purposes and audiences, and mostly select language that shows good awareness of the reader -In narratives, describe settings, characters and atmosphere -Begin to convey character and advance the action through dialogue, maintaining a balance of speech and description - Greater awareness of the audience through a variety of techniques to engage and entertain	Select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately -Select appropriate register for formal and informal purposes -Blend action, dialogue and description within sentences and paragraphs to convey character and advance the action -Consciously control the use of different sentences structures for effect -Use a range of devices to build cohesion within and across paragraphs - In non-narrative writing, use simple devices to structure the writing and support the reader -Make conscious choices about techniques to engage the reader including appropriate tone and style -Use active and passive voice to achieve

	the sounds with a letter or letters - Write simple phrases and sentences that can be read by others.			beginning to develop an awareness of appropriate language and form	increasing awareness of appropriate language and form -To create settings, characters and plot in narrative		intended effects -Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader -In narratives, describe settings, characters and atmosphere
Composition: Editing		-Read own writing aloud clearly for others to hear and discuss -Re-Read their own writing to check it makes sense -Begin to edit own work and add missing punctuation	-Read aloud own work and spot when writing doesn't make sense -Proofread to check for spelling errors -Proofread to check for correct verb tenses within context of the writing - Make simple additions, revisions and proof-reading corrections to their own writing	-Re-read work and identify when it doesn't make sense and correct it. -Proof reading to check errors in spelling, grammar and punctuation -Discuss work with a partner and identify changes for improvement -Begin to evaluate the effectiveness of own and others' writing, suggesting grammar and vocabulary improvements - Clearly read aloud own writing, to a group or class, using appropriate intonation and tone	-Read own writing to check it makes sense and identify when it doesn't -Proofreading to check for errors in spelling, grammar and punctuation -Work with a partner to edit and improve work by adding more interesting vocabulary - Improve writing based on feedback -Clearly read aloud own writing, to a group or class, using appropriate intonation and tone	-Assess the effectiveness of own and others' writing in relation to audience and purpose -Suggest changes to grammar, vocabulary and punctuation to clarify meaning -Ensure consistent and correct use of tense throughout writing - Ensure consistent subject and verb agreement throughout writing -Proof read for spelling and punctuation errors	-Reflect upon the effectiveness of writing in relation to audience and purpose, suggesting and making changes to enhance effects and clarify meaning - Proofread for grammatical, spelling and punctuation errors - Ensure the consistent and correct use of tense throughout a piece of writing -Ensure consistent subject and verb agreement throughout writing

Summer term:

-Recognise and know that full stops are at the end of a sentence -
Recognise and know that a sentence starts with a capital letter

-Demarcate many sentences using a capital letter and a full stop, question mark or exclamation mark
-Join words and clauses with the conjunction 'and' -
Make singular nouns into plurals by adding s and es -
Add suffixes where no spelling change is needed to the root word
-Add the prefix un to verbs and adjectives to change the meaning of the word
-Some accurate use of -ing, -ed, -er, -est where no change is needed to the root word
-Use past, present and future accurately in speech and begin to incorporate these in their writing -Write a capital letter for the personal pronoun I, names of people, places and days of the week

-Say, write and punctuate simple sentences -Write sentences with different forms: exclamations, statements, commands and questions
-Use apostrophes for contracted forms e.g. don't, can't, wouldn't
-Use apostrophes for singular possessions in nouns e.g. the girl's name
-Use subordination of time using when, before, after -
Select, generate and effectively use verbs -Select, generate and effectively use adjectives -Select, generate and effectively use adjectives to write noun phrases for description and specification -Add suffixes -ful or -less to create adjectives
-Add suffixes er and est to create adjectives -Use suffix -ly to turn adjectives into adverbs -Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
-Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
-Use commas to separate items in a list
-Use present and past tense mostly correctly and consistently

-Identify clauses in a sentence -
Explore and identify main and subordinate clause in complex sentences.
-Create and write simple, compound and complex sentences using a variety of conjunctions)
-Use a comma to separate clause in a complex sentence where the subordinate clause appears first
-Identify, select, generate and use prepositions for where -
Select, generate and effectively use adverb
-Some use of inverted commas to punctuate direct speech -
Use the perfect form of verbs using have and has and demonstrate some use of the present perfect form of verbs -
Adverbs to express time, place and cause
-Write prepositions to express time, place and cause
-Use past and present tense mostly correctly and begin to use other verb forms
-Explore word families to extend vocabulary
-Explore nouns with prefixes super, anti, auto
-Use the range of punctuation taught up to and including Y3 mostly correctly

-Use commas to mark clauses in complex sentences
-Create sentences with fronted adverbials for when and where
-Use commas after fronted adverbials
-Identify, select and use determiners including:
Articles: a/an /his/tha /these/those Possessives: my/your/his/her/its/our/their Quantifiers: some/any/no/many/much
-Identify, select and effectively use pronouns
-Use nouns for precision
-Explore, identify, collect noun phrases (expanded by the addition of modifying adjective)
-Explore, identify and use standard English verb inflections for writing
-Use apostrophes for singular and plural possession -
Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition -Use past and present tenses correctly, and include a wider range of verb forms
-Use the range of punctuation taught up to and including Y4 mostly correctly
-Use vocabulary and grammatical structures to communicate ideas for the given audience and purpose
-Use speech punctuation correctly most of the time -

-Create complex sentences using relative clauses and relative pronouns beginning with who, which, where, when, whose or that to add detail or description
-Create complex sentences where the relative pronoun is omitted -
Demarcate simple sentences using commas to clarify meaning and avoid ambiguity
-Identify and use commas to indicate parenthesis -
Identify and use brackets to indicate parenthesis in more formal writing -
Identify and use dashes to indicate parenthesis in less formal writing -
Writing demonstrates appropriate use of adverbials for time, place and numbers
-Writing demonstrates appropriate use of: Standard English forms for verb inflections instead of local forms
-Use expanded noun phrases to convey complicated information concisely
-Explore and use modal verbs to indicate degrees of possibility
-Explore, collect and use adverbs to indicate degrees of possibility -
Use the range of punctuation taught up to

-Some accurate use of: colons to introduce lists and semi-colons to separate items within lists
Some accurate use of: Colons and semi-colons to mark the boundary between independent clauses
-Some accurate use of: Dashes to indicate parenthesis
-Use ellipsis to link ideas between paragraphs -
Consistent punctuation of bullet points
-Some accurate use of: hyphens to avoid ambiguity
-Use repetition of a word or phrase to link ideas between paragraphs
-Accurate selection of varied verbs forms for meaning and effect -
Use verb tenses consistently and correctly throughout their writing
-Integrate dialogue in narratives to convey character and advance the action
-Using the perfect form of verbs to mark relationships of time and cause
-Use the range of punctuation and grammar taught at key stage 2 mostly correctly

				Correctly use the correct determiners a or an	and including Y5 mostly correctly -Select vocabulary and grammatical structures that are appropriate for the audience and purpose -Use verb tenses consistently and correctly throughout most of their writing -Using passive verbs to affect the presentation of information in a sentence	(e.g. inverted commas and other punctuation to indicate direct speech)
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