

St Augustine’s Catholic Primary School

Writing Progression

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| Writing | Spelling | Composition, punctuation and grammar | Handwriting |
| Year 1 | * Spell some common exception words * Spell the days of the week * Adding s or es as the plural marker of nouns * Using –ing, –ed, –er and –est where no change is needed in the spelling of root words * Using the prefix un– | * Write sentences to form short narratives * Separation of words with spaces * Using ‘and’ to join words and clauses. * Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark * Using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ | * Form most lower-case letters in the correct direction, starting and finishing in the right place * Form most capital letters correctly |
| Year 2 | * Segmenting spoken words into phonemes and representing these by graphemes,   spelling many correctly   * Spelling many common exception words * Spelling some words with contracted forms * Adding suffixes to spell some words e.g. –ment, –ness, –ful, –less, –ly * Learning the possessive apostrophe (singular) [for example, the girl’s book] * Distinguishing between homophones and near-homophones * Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far | * Demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks * Use of commas to separate items in a list * Using sentences with different forms in their writing (statements, questions, exclamations and commands) * Using some expanded noun phrases to describe and specify * Using present and past tense mostly correctly and consistently * Using co-ordination (or / and / but) and some subordination (when / if / that / because) | * Form lower-case letters of the correct size relative to one another * Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters * Using spacing between words   that reflects the size of the letters |
| Year 3 | * Spell words with additional prefixes and suffixes and understand how to add them to root words, for example – form nouns using super, anti, auto * Recognise and spell additional homophones, for example – he’ll, heel, heal * Spell correctly word families based on common words, for example – solve, solution, solver * Spell identified commonly misspelt words from Year 3 and 4 word list | * Begin to use inverted commas for direct speech * Indicate possession using the possessive apostrophe with plural nouns * Use the forms a or an * Use a range of sentences with more than one clause by using a wider range of conjunctions, e.g. when, if, because, although * Begin to use fronted adverbials * Use the perfect form of verbs to mark relationships of time and cause * Use conjunctions, adverbs and prepositions to express time and cause * Write a narrative with a clear structure, setting, characters and plot * Write a non-narrative using simple organisational devices such as headings and sub-headings | * Use the diagonal and horizontal strokes that are needed to join letters * Understand which letters, when adjacent to one another, are best left unjoined * Increase the legibility, consistency and quality of handwriting |
| Year 4 | * Spell words with additional prefixes and suffixes and understand how to add them to root words. for example – ation, ous, ion, ian * Recognise and spell additional homophones, for example – accept and except, whose and who’s * Spell identified commonly misspelt words from Year 3 and 4 word list | * Use other punctuation in direct speech, including a comma after the reporting clause. * Use apostrophes to mark plural possession. * use commas after fronted adverbials * Use of paragraphs to organise ideas around a theme * Write a narrative with a clear structure, setting, characters and plot * Use a range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although * Use conjunctions, adverbs and prepositions to express time and cause * Indicate possession using the possessive apostrophe with plural nouns * Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition * Use fronted adverbials, for example, ‘Later that day, I went shopping.’ * Use expanded noun phrases with modifying adjectives and prepositional phrases | * Use the diagonal and horizontal strokes that are needed to join letters * Understand which letters, when adjacent to one another, are best left unjoined * Increase the legibility, consistency and quality of their handwriting (must be cursive and joined) |
| Year 5 | * Form verbs with prefixes. for example, dis, de, mis, over and re * Convert nouns or adjectives into verbs by adding a suffix. for example, ate, ise, ify * Spell some words with ‘silent’ letters, e.g. knight, psalm, solemn * Distinguish between homophones and other words which are often confused. * Spell identified commonly misspelt words from the Year 5 and 6 word list * Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary and to be able to use a thesaurus | * Use the features and structures of text types taught so far * Start sentences in different ways * Use stylistic devices to create effects in writing, for example, simile, metaphor, personification * Organise writing into paragraphs to show different information or events * Use cohesive devices (connecting adverbs and adverbials) to link ideas within paragraphs * Use modal verbs or adverbs to indicate degrees of possibility * Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun * Use expanded noun phrases to convey complicated information concisely * Use commas and hyphens to clarify meaning or avoid ambiguity in writing * Use brackets, dashes or commas to indicate parenthesis * Use semi-colons, colons or dashes to mark boundaries between independent clauses * Use a colon to introduce a list * Ensure the consistent and correct use of tense throughout a piece of writing. * Ensure correct subject and verb agreement when using singular and plural. | * 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 | * Spelling most words correctly (years 5 and 6) * Use dictionaries to check the spelling and meaning of words * Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary * Use a thesaurus | * 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 * Use of layout devices (headings, sub-headings, columns, bullets, or tables, to structure text) | * Write legibly, fluently and with increasing speed by:   a) -choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  b) -choosing the writing implement that is best suited for a task.   * In most writing:   a) - Legible style, shows accurate and consistent letter formation,  mostly joined.  b) - Handwriting style adapted for  different purposes – printing,  capitalisation, bold etc. |