

# Progression In Writing At Menston Primary School

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Working towards the expected standard</b></p>	<p>The pupil can write sentences:</p> <ul style="list-style-type: none"> <li>• combining words to form a sentence that makes sense</li> <li>• constructing simple sentences that can be read by themselves and others</li> <li>• using their phonic knowledge to spell words which match their spoken sounds</li> <li>• spell some irregular common words and many CVC words correctly, with other phonetically plausible attempts</li> <li>• forming lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• using spacing between words</li> </ul>	<p>The pupil can write sentences that are sequenced to form a short narrative (real or fictional):</p> <ul style="list-style-type: none"> <li>• demarcate some sentences with capital letters and full stops</li> <li>• segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonetically-plausible attempts at others</li> <li>• spell some common exception words</li> <li>• form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form lower case letters of the correct size relative to one another in some of their writing</li> <li>• use spacing between words</li> </ul>	<p>The pupil can write a simple, sequenced text:</p> <ul style="list-style-type: none"> <li>• using some expanded noun phrases to describe and specify</li> <li>• using some co-ordinating conjunctions (eg and/or/but/so)</li> <li>• using some subordinating conjunctions (eg when, if, because, that)</li> <li>• demarcate sentences mostly correctly using: capital letters for proper nouns and starting sentences, full-stops, ? and ! marks</li> <li>• using different sentence forms including: statements (S), questions (Q), exclamations (E) and commands (C)</li> <li>• after independent editing and dictionary correcting, most KS1 spellings are correct</li> <li>• forming capital and lower case letters of the correct size, spacing and orientation with some joining</li> <li>• spacing between words reflects the size of the letters (ie a lower case 'a' should fit in the spaces)</li> <li>• writing mostly makes sense and there are few missing words</li> </ul>	<p>The pupil can write for a range of purposes and audiences:</p> <ul style="list-style-type: none"> <li>• using some expanded noun phrases to describe and specify</li> <li>• using past and present tense verb forms mostly accurately (including is/are; was/were)</li> <li>• using co-ordinating conjunctions (eg and/or/but/so)</li> <li>• using some subordinating conjunctions (eg when, if, because, that, although)</li> <li>• demarcate sentences mostly correctly using: capital letters for proper nouns and starting sentences, full-stops ? and ! marks, apostrophes for contraction (including spelling contractions)</li> <li>• sometimes using correctly: apostrophes for possession, inverted commas, commas for lists</li> <li>• using different sentence forms including: statements (S), questions (Q), exclamations (E) and commands (C)</li> <li>• after independent editing and dictionary correcting, some Year 3/4 and most KS1 spellings are correct</li> <li>• joining handwriting legibly including forming capital and lower case letters of the correct size, spacing and orientation</li> <li>• writing mostly makes sense and there are few missing words</li> </ul>	<p>The pupil can write for a range of purposes and audiences:</p> <ul style="list-style-type: none"> <li>• independently planning texts using at least 3 paragraphs to organise ideas across their writing</li> <li>• use headings, sub-headings and bullet points in non-fiction texts</li> <li>• describing settings and characters</li> <li>• using some different: conjunctions, adverbs, prepositions</li> <li>• using past and present tense verb forms mostly accurately (including is/are; was/were)</li> <li>• demarcate sentences mostly correctly using: capital letters for proper nouns and starting sentences, full-stops ? and ! marks, apostrophes for contraction, inverted commas, commas for lists</li> <li>• sometimes using correctly: apostrophes for possession</li> <li>• after independent editing and dictionary correcting, most spellings (from Year 3/4 word list) are correct</li> <li>• writing mostly makes sense and there are few missing words</li> </ul>	<p>The pupil can write for a range of purposes and audiences:</p> <ul style="list-style-type: none"> <li>• show some awareness of the purpose</li> <li>• plan and write using paragraphs to organise ideas</li> <li>• describing settings and characters</li> <li>• in non-fiction writing, using some devices to structure the writing and support the reader (eg headings, sub-headings, bullet points)</li> <li>• using some cohesive devices to structure the writing and support the reader (eg conjunctions)</li> <li>• using mostly correctly: capital letters for proper nouns and starting sentences, full stops, question marks, exclamation marks, commas for lists, apostrophes for contraction</li> <li>• after independent editing, most spellings from Year 3/4 word list and some from the Year 5/6 list are correct</li> <li>• write using clear, legible handwriting</li> </ul>

## Working at the expected standard

<p>The pupil can write sentences that are sequenced to form a short text:</p> <ul style="list-style-type: none"> <li>organising texts into a simple structure (eg beginning and event)</li> <li>sequence sentences in chronological order to recount an event or experience</li> <li>re-read what they have written to check it makes sense</li> <li>compose sentences orally before writing: plan or say what they will write and 'hold a sentence' dictated to them</li> <li>using capital letters to start a sentence, mostly correctly</li> <li>using full stops to end a sentence, mostly correctly</li> <li>demarcating some sentences with:             <ul style="list-style-type: none"> <li>question marks, exclamation marks</li> </ul> </li> <li>join two simple sentences using: 'and' / 'but', 'because'</li> <li>segmenting words into phonemes and representing these by graphemes, spelling most common, regular and CVC words, and some common exception words, correctly</li> <li>spelling some words with the suffixes -s, -es, -ing, -ed correctly</li> <li>using capital letters for names (including 'I') in many cases</li> <li>forming lower case letters of the correct size relative to one another in most of their writing</li> <li>writing some capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>using finger spaces between words consistently</li> </ul>	<p>The pupil can write simple, coherent narratives about personal experiences and those of others (real and fictional):</p> <ul style="list-style-type: none"> <li>write about real events, recording these simply and clearly</li> <li>demarcate most sentences with: capital letters, full stops</li> <li>Including, where required, mostly correct use of:             <ul style="list-style-type: none"> <li>question marks, exclamation marks</li> </ul> </li> <li>use past and present tense mostly correctly and consistently</li> <li>use conjunctions to join clauses: co-ordinating (and/or/but) and subordinating (when/if/that/because)</li> <li>segment spoken words into phonemes and represent these by graphemes, spelling many correctly and making phonetically plausible attempts at others</li> <li>spelling many common exception words</li> <li>form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>spelling these homophones consistently (were/where; to/too/two;</li> <li>their/there/they're; of/off)</li> <li>use spacing between words that reflects the size of the letters</li> <li>writing mostly makes sense and there are few missing words</li> <li></li> </ul>	<p>The pupil can write for a range of purposes and audiences (including narrative and non-fiction):</p> <ul style="list-style-type: none"> <li>structuring narratives with a clear beginning, middle and end</li> <li>beginning to plan and write texts organised into paragraphs</li> <li>using headings and sub-headings to organise non-narrative texts</li> <li>describing settings and characters</li> <li>using past and present tense verbs mostly correctly (including irregular forms like: is/are, was/were)</li> <li>using some different: adverbs, prepositions</li> <li>varying sentence structures and choosing them appropriately for the text, including simple, compound and complex sentences</li> <li>using a range of sentences with more than one clause, using different: co-ordinating conjunctions, subordinating conjunctions</li> <li>mostly using correctly:             <ul style="list-style-type: none"> <li>apostrophes for contraction (including spelling contractions)</li> </ul> </li> <li>sometimes using correctly:             <ul style="list-style-type: none"> <li>apostrophes for possession, inverted commas, commas for lists</li> </ul> </li> <li>after independent proof-reading, editing and correcting using a dictionary, most KS1 and some Year 3/4 spellings are correct</li> <li>beginning to produce legible, joined handwriting</li> <li>spelling these homophones consistently (to/too/two; were/where; their/there/they're; of/off; your/you're/ here/hear; through/threw; see/sea)</li> </ul>	<p>The pupil can write for a range of purposes and audiences (including narrative and non-fiction):</p> <ul style="list-style-type: none"> <li>structuring narratives with clear characters, setting and plot</li> <li>planning text structures organised in paragraphs, which are built around a theme made clear from the first sentence</li> <li>using headings and sub-headings to organise non-narrative texts</li> <li>describing settings and characters using expanded noun phrases (ENP), powerful verbs (PV) and adverbs (A)</li> <li>using appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition</li> <li>using some cohesive devices including fronted adverbials, within and across sentences and paragraphs</li> <li>composing a range of sentence structures including simple, compound and complex sentences, by using a range of co-ordinating and subordinating conjunctions</li> <li>expanding noun phrases with modifying adjectives and prepositional phrases</li> <li>using consistently correctly: full-stops ? and ! marks, capital letters for proper nouns</li> <li>using mostly correctly:             <ul style="list-style-type: none"> <li>commas for lists, inverted commas for direct speech, apostrophes for singular possession</li> </ul> </li> <li>making some correct use of:             <ul style="list-style-type: none"> <li>commas after fronted adverbials, apostrophes for plural possession</li> </ul> </li> </ul>	<p>The pupil can write for a range of purposes and audiences:</p> <ul style="list-style-type: none"> <li>showing an awareness of using formality appropriate to the purpose and audience</li> <li>using paragraphs correctly</li> <li>developing characters through controlled, precise word choices within action and dialogue</li> <li>creating atmosphere through carefully chosen vocabulary, to include using expanded noun phrases (ENP), powerful verbs (PV) and adverbs (A)</li> <li>in fiction, using an appropriate balance of dialogue and narrative</li> <li>using a range of sentence openers, including adverbials, within and across sentences and to link paragraphs</li> <li>using adverbs or modal verbs to indicate a degree of possibility</li> <li>using a wide range of conjunctions to indicate cause and effect</li> <li>using some relative clauses to clarify or add detail</li> <li>using mostly correctly: full speech punctuation, commas to mark phrases and clauses, brackets and commas to indicate parenthesis/embedded clauses, possessive apostrophes with singular and plural nouns</li> <li>after independent editing and correcting using a dictionary, some Year 5/6 and most Year 3/4 spellings are correct</li> <li>using joined, legible handwriting</li> <li>spelling these homophones consistently (to/too/two; were/where; their/there/they're; of/off;</li> </ul>	<p>The pupil can write effectively for a range of purposes and audiences:</p> <ul style="list-style-type: none"> <li>selecting language that shows good awareness of the reader (eg first-person in a diary; directly addressing the reader in instructions/persuasion)</li> <li>in narratives, creating atmosphere, and describing settings and characters using expanded noun phrases (ENP), powerful verbs (PV) and adverbs (A)</li> <li>integrating dialogue in narratives to convey character and advance the action</li> <li>selecting vocabulary and grammatical structures that reflect the level of formality required, mostly correctly (eg contracted forms in dialogue; passive verbs to present information; modal verbs to suggest degrees of possibility)</li> <li>using a range of cohesive devices, (including conjunctions, adverbials, pronouns and synonyms) within and across sentences and paragraphs</li> <li>using verb tenses consistently and correctly throughout</li> <li>Evidence of appropriate, mostly correct, use of KS2 punctuation, where seen: all direct speech punctuation, commas to mark phrases, pauses and clauses in complex sentences, brackets / dashes / commas for parenthesis, hyphens to avoid ambiguity, colons/semi-colons to mark the boundary of independent clauses</li> <li>Spelling most words from the N.C. Y5/6 word list correctly, and evidence the use of a</li> </ul>
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<p style="text-align: center;"><b>Working at greater depth</b></p>	<p>The pupil can write longer texts:</p> <ul style="list-style-type: none"> <li>• demarcating sentences most correctly with capital letters and full stops</li> <li>• mostly using correctly: question marks, exclamation marks</li> <li>• using some expanded noun phrases for description (eg. the golden, sandy beach)</li> <li>• using past and present tense mostly correctly and consistently</li> <li>• segmenting spoken and common exception words into phonemes and representing these by graphemes, spelling many correctly</li> </ul>	<p>The pupil can write effectively and coherently for different purposes:</p> <ul style="list-style-type: none"> <li>• make careful choices with vocabulary and grammar</li> <li>• make simple additions, revisions and proof-reading corrections to their own writing</li> <li>• use the punctuation taught in KS1 consistently correctly: capital letters for proper nouns, full stops and capital letters to demarcate sentences, ? ! , apostrophes for contraction</li> <li>• use the punctuation taught in KS1 mostly correctly: apostrophes for singular possession</li> <li>• spell, mostly correctly: common exception words and words with suffixes: (eg. -ed, -ing, -s, -es, -ment, -ness, -ful, -less, -ly,)</li> <li>• join some letters in their writing, using diagonal and horizontal strokes</li> </ul>	<p>The pupil can write for a range of purposes and audiences across a variety of text types:</p> <ul style="list-style-type: none"> <li>• selecting appropriate vocabulary and grammatical structures for the reader</li> <li>• composing a range of sentence structures including simple, compound and complex sentences, by using a range of co-ordinating and subordinating conjunctions</li> <li>• using the full range of punctuation taught in KS1 and Year 3, consistently accurately, including: inverted commas, apostrophes for contraction, apostrophes for singular possession</li> </ul>	<p>Working at greater depth within the expected standard</p> <ul style="list-style-type: none"> <li>• The pupil can write for a range of purposes and audiences across a variety of text types:</li> <li>• showing an understanding of the reader through: precise vocabulary selection</li> <li>• selecting appropriate grammatical features and using them effectively</li> <li>• using a conscious control of varied verb forms (with correct tenses) to clarify meaning</li> <li>• using the full range of punctuation consistently taught in Year 3 and 4, including: full direct speech punctuation, possessive apostrophes with singular and plural nouns, commas to mark clauses</li> </ul>	<p>The pupil can write for a range of purposes and audiences across a variety of text types:</p> <ul style="list-style-type: none"> <li>• maintaining a clear authorial 'voice' through: precise, detailed vocabulary selection, sustaining appropriate levels of formality through a whole text, using grammatical features appropriately and effectively for impact</li> <li>• using correct tenses and verb forms (eg modal, perfect) for meaning and effect</li> <li>• using a broad range of punctuation taught at key stage 2 consistently: all speech punctuation, commas to mark clauses in complex sentences, brackets / dashes / commas for parenthesis, possessive apostrophes with singular and plural nouns</li> </ul>	<p>The pupil can write effectively for a range of purposes and audiences across a variety of text types:</p> <ul style="list-style-type: none"> <li>• selecting the appropriate form and drawing independently on their reading as models for their own writing style</li> <li>• distinguish between spoken language (eg contracted verb forms, colloquialisms/informality etc) and the main written narrative – choosing vocabulary and grammar appropriately for each form</li> <li>• exercising an assured and conscious control over levels of formality, manipulating grammar and vocabulary to achieve this</li> <li>• Using the range of punctuation consistently, including to avoid ambiguity, where seen: all direct speech punctuation, commas to mark phrases, pauses and clauses in complex sentences, brackets / dashes / commas for parenthesis, hyphens to avoid ambiguity, colons/semi-colons to mark the boundary of independent clauses</li> </ul>