

Progression In Writing At Menston Primary School

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

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