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| **Progression in Writing Skills at Eccleston CE Primary** |
| **Early Years** |
| On leaving Reception, the children should be able to; |
| * Give meaning to the marks as they draw, write and paint * Hear and say the initial sounds in words * Link sounds to letters, naming and sounding the letters of the alphabet * Use some clearly identifiable letters to communicate meaning representing some sounds currently and in sequence * Write labels * Begin to break the flow of speech into words * Hear and say the initial sound in words * Link sounds to letters, naming and sounding the letters of the alphabet * Write label and captions * Write CVC words * Attempt to write short sentences in meaningful contexts * Use phonic knowledge to write words in ways which match their spoken sounds * Spell some common irregular words * Apply taught digraphs into writing * Write simple sentences which can be read by themselves and others * Begin to write words with adjacent consonants * Write phonetically plausible words * Use key features of narrative in own writing * Have an awareness of a capital letter and full stop when writing a simple sentence |
| **Year 1** |
| By the end of Year 1, children will be expected to sequence sentences to write short narrative based on fictional and real experiences using the following skills; |
| * Growing accuracy when writing in the past tense * Mostly accurate use of present tense when writing * Use ‘and’ to join words and clauses * Use some simple description * Begin to link ideas or events by subject and/or pronoun * Correctly sequencing many sentences * Some use of full stops and capital letters * Begin to use exclamation marks and question marks * Use capital letters for names of people and places * Use capital letters for the days of the week * Use a capital letter for the personal pronoun ‘I’ * Spell, with some accuracy, words using previously taught sounds * Spell some common exception words correctly * Apply the prefix ‘un’ with growing accuracy for verbs and adverbs * Apply many suffixes such as ed/ing/er/est where there is no change to the root word * Spell days of the week accurately * Leave spaces between words * Form digits 0-9 accurately * Hold a pencil correctly * Read work aloud clearly |
| **Year 2** |
| By the end of Year 2, children will be expected to, after discussion with the teacher, write simple, coherent narratives about personal experiences and those of others (read and fictional)using the following skills; |
| * Use past and present tense mostly correctly throughout writing * Use verbs to mark action in progress * Use co-ordination such as and, or but to join clauses * Use some subordination such as when, if, that, because to join clauses * Use expanded noun phrases to add description and detail * Use ’ly’ to turn adjectives into adverbs, e.g. slow to slowly * Use adverbs and subordinate clauses to support sequence of events or idea, e.g. suddenly, quickly, when it was morning * Be able to sequence connected events * Use pronouns to extend and link sentences * Write statements, questions, exclamations and commands appropriately * Demarcate most sentences with capital letters and full stops and use capital letters for proper nouns * Use question marks effectively when required * Use exclamation marks for effect * Use commas in lists sometimes * Use apostrophes for contracted forms sometimes * Begin to use apostrophes for singular possession in nouns * Spell simple, monosyllabic and polysyllabic words including high frequency homophones such as to, too two * Spell many common exception words * Use suffixes such as ing, ed, er, est and y where change is needed to the root of the word e.g. running, happily, making, dancer, sweetest * Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters * Use spacing between words that reflects the size of the letters * Write with increasing fluency and stamina * Begin to make simple additions, revisions and corrections |
| **Year 3** |
| By the end of Year 3, children will be expected to have the opportunity to write for a range of real purposes and audiences. These purposes and audiences should underpin the decisions about the form the writing should take and should use the following skills; |
| * Use past and present tense consistently * Confidently use the progressive form of verbs * Some use of the present perfect form of verbs * Use a wider variety of conjunctions to join clauses e.g. when, before, after, while, so, because * Effective use of statements, exclamations, questions and commands * Expanded noun phrases used to add description and detail * Use a varied and rich vocabulary * Use adverbs and prepositions to express time, place and cause * Write a full sequence of events (dilemma, conflict, resolution) * Sequence ideas or events using adverbs and prepositions and maintaining form * Use pronouns to extend and link sentences * Select relevant content * In non-narrative material, group related ideas into paragraphs * In narrative, write and opening paragraph and further paragraphs for each stage * Mostly accurate use of full stops, capital letters, exclamation marks, question marks and commas to separate items in a list * Mostly accurate use of inverted commas to punctuate direct speech * Spell most Key Stage 1 common exception words correctly * Use a and an accurately * Evaluate and edit by assessing the effectiveness of their own and others’ writing and proposing changes to grammar and vocabulary * Proof read for spelling and punctuation errors * Use the full range of spelling rules and patterns in appendix 1 for Years 1/2 * Some accurate spelling of words from the Y3/4 list |
| **Year 4** |
| By the end of Year 4, children will be expected to have the opportunity to write for a range of real purposes and audiences. These purposes and audiences should underpin the decisions about the form the writing should take. The children are expected to use the following skills; |
| * Use a variety of verb forms correctly and consistently (past tense, present tense, progressive and present perfect tense) * Use standard English forms for verb inflections (We were instead of We was) * Extend the range of sentences with more than one clause by using a wider range of conjunctions such as when, if because, although * Use fronted adverbials to vary sentence structure (time, place and cause/manner) * Use a rich and varied vocabulary * Develop setting using expanded noun phrases and fronted adverbials * Use description and speech to build a character and evoke a response * Use fronted adverbials to connect and introduce paragraphs * Some use of determiners to give more detail about nouns * Avoid repetition through choice of noun or pronoun * Create characters, setting and plot in narratives * Use paragraphs to organise information and ideas around a theme * Use paragraphs to organise and sequence more extended narrative * Use organisational devices including headings and subheadings * Mostly accurate use of full stops and capital letters, exclamation and question marks, commas to separate items in a list, apostrophes for contracted forms and possession * Mostly accurate use of Y34 punctuation: commas after fronted adverbials and inverted commas for direct speech * Some accurate use of other punctuation to indicate direct speech and possessive apostrophes for plural nouns * Mostly accurate spelling of Y3/4 list * Join handwriting throughout independent writing using diagonal and horizontal strokes with greater fluency * Evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation * Proof read for spelling and punctuation errors |
| **Year 5** |
| By the end of Year 5, pupils are expected to write for a range of purposes and audiences, demonstrating selection of content and use of the appropriate form using the following skills; |
| * Use a variety of verb forms correctly and consistently (simple past and present tense, progressive and present perfect form of verbs) * Use standard English forms for verb inflections instead of local forms e.g. We were instead of We was * Use modal verbs to indicate degrees of possibility * Adapt sentence length and vocabulary to change and enhance meaning * Use relative clauses and parentheses appropriately. E.g., bracketed information in non-narrative, commas around relative clauses when adding detail in narrative * Use expanded noun phrases, adverbs, determiners and prepositional phrases to convey complicated information concisely * Use relative clauses to add detail or description (who, which, where, when, whose, that or an omitted relative pronoun) * Use adverbs to indicate degrees of possibility * Use a wide range of devises to build cohesion within a paragraph: adverbs and adverbials (then, after that, this, firstly), tense choices and a variety of nouns, pronouns and determiners to avoid repetition * Link across paragraphs using adverbs and adverbial phrases (time, place and number); a variety of nouns, synonyms , pronouns and determiners; and tense choices * Use paragraphs to organise more complex information and theme * In narrative, use paragraphs to organise and sequence more extended narrative structures (organise setting, character, events and atmosphere) * Mostly accurate use of punctuation at Y4 standard; full stops, capital letters, exclamation marks, commas in lists, commas after fronted adverbials, inverted commas and speech punctuation, apostrophes for contraction and apostrophes for singular possession * Some accurate use of Y5 punctuation; brackets, dashes and commas to indicate parenthesis and commas to clarify meaning of avoid ambiguity * Some accurate spelling of words from the Y5/6 word list * Evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation, including use of tense and subject-verb agreement * Proof read for spelling and punctuation errors |
| **Year 6** |
| By the end of Year 6, pupils will be expected to write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader and use the following skills: |
| * Verb forms used consistently and correctly (e.g. simple past, progressive, present perfect form of verbs) * Mostly appropriate use of modal verbs to indicate degrees of possibility, probability and certainty * Use passive voice, where appropriate, to affect how information is presented * Adapt sentence length and vocabulary to change and enhance meaning including use of a wide range of conjunctions * Relative clauses using a wide range of relative pronouns (who, which, where, when. Who, that) or an omitted pronoun to clarify and explain relationships between ideas * Make appropriate choices of vocabulary and grammar to suit both formal and informal situations * Expanded noun phrases, adverbs and prepositions to convey complicated information concisely and to add detail * Create a setting and consider atmosphere by using expressive or figurative language and describing how it make the character feel * Integrate dialogue in narratives to convey character and advance the action * Use a range of devices to build cohesion (adverbials of time and place, pronouns, nouns and synonyms, conjunctions) * Use an appropriate choice of tense to support whole text cohesion and coherence * Use paragraphs to develop and expand some ideas, descriptions, themes or events in depth * Use a range of organisational and presentational devices, including the use of columns, bullet points, underlining and tables to guide the reader * Use a range of punctuation mostly correctly including brackets of commas to indicate parenthesis, commas to clarify meaning or avoid ambiguity and inverted commas and other punctuation to indicate speech * Some accurate use of colons to introduce lists and semi-colons to separate items within lists, colons and semi-colons to make the boundary between independent clauses, dashes to indicate parenthesis and hyphens to avoid ambiguity and consistent punctuation or bullet points * The full range of spelling rules and patterns as listed in Appendix 1 for Year 5 and 6 are applied mostly accurately * Spell correctly most words from the Year 5/6 spelling list * Use a dictionary to check the spelling of uncommon or more ambitious vocabulary * Evaluate and edit writing according to purposes considering the effectiveness of word choice, grammar and punctuation, including use of tense, subject-verb agreement and register * Proof read for spelling and punctuation errors |