

2.

Writing progression of skills



Key skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cohesion	<ul style="list-style-type: none"> •write sequenced sentences to form a short narrative •organise ideas appropriately (depending on the text type) e.g. the sequence of events in a recount, list of materials and correctly sequenced instructions •write relevant sentences under given sub-headings •use bullet points when guided by the teacher 	<ul style="list-style-type: none"> •write simple, coherent narratives that include a simple opening and/or ending + key event •group related ideas together •use time related adverbs to sequence and connect ideas •use present and past tense mostly correctly and consistently •use bullet points and sub-heading when it is appropriate for the genre 	<p>write coherent narratives where the main event is expanded on in sufficient detail so that the reader is clear on what is happening and why</p> <p>develop some description (narrative) and facts (Non-fiction) in expanded sections</p> <p>use adverbs and adverbial phrases to express manner (how), place (where) and time (when)</p> <p>structure non-fiction texts appropriately for the writing form/ genre) with related ideas and information organised into sections</p> <p>use headings, subheadings and bullet points to guide the reader</p>	<p>write coherent narratives where the main events are correctly sequenced and signposted for the reader (using devices such as fronted adverbials and subordinating conjunctions)</p> <p>write in a well-structured form that is appropriate for the genre</p> <p>organise ideas into paragraphs around a theme</p> <ul style="list-style-type: none"> •use coordination and subordination to link and expand ideas (previously taught conjunctions + those outlined in Y4 P.o.S) •frequently make appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition •make use of images and diagrams to give the reader extra information 	<p>organise ideas coherently for the reader</p> <p>include enough detail so that a clear picture of events/information is provided</p> <p>organise ideas into paragraphs</p> <ul style="list-style-type: none"> •frequently open a new paragraph with a topic sentence to orientate the reader (non-fiction writing) <p>use fronted adverbials to signpost the reader</p> <p>use coordination and subordination to link and expand ideas (previously taught conjunctions + those outlined in Y5 P.o.S)</p> <p>frequently use conjunctive adverbs to link across sentences</p> <ul style="list-style-type: none"> •independently apply a wide range of layout devices 	<p>organise ideas coherently for the reader</p> <p>use a range of devices to build cohesion within and across paragraphs</p> <p>use a range of previously taught conjunctions to express time, reason, contrast, concession and cause and effect</p> <p>open a new paragraph with a topic sentence to orientate the reader (non-fiction writing)</p> <p>use conjunctive adverbs appropriately</p> <p>use verb tenses consistently and correctly throughout their writing</p> <p>independently apply a wide range of layout devices</p>

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Sentence Structure	<ul style="list-style-type: none"> •frequently joins words using 'and' •uses the coordinating conjunction 'and' to join clauses to create compound sentences •include some variation in the way sentences start 	<p>use statements, questions, exclamations and commands as appropriate to the text/genre</p> <ul style="list-style-type: none"> •use co-ordination to join clauses <ul style="list-style-type: none"> •use some subordination to join clause •open sentences in a variety of different ways across the writing 	<p>use a variety of sentence types including simple, compound, and complex</p> <p>use subordination and coordination (previously taught coordinating and subordinating conjunctions + before, after)</p> <p>frequently use adverbs and adverbial phrases as sentence openers and within sentences</p> <p>use prepositions appropriately</p>	<p>vary sentence structure by using a range of openings: Adverbials, subordination, subject reference (e.g. The boys..., Our gang...), speech</p> <p>use noun phrases that are expanded by the addition of a modifying adjective and/or the addition of a prepositional phrase</p> <ul style="list-style-type: none"> •continue to use a variety of sentence types including simple, compound, and complex 	<p>apply a range of openings: fronted adverbials, subordination, subject reference (e.g. The boys..., Our gang...), speech and conjunctive adverbs</p> <p>use parenthesis to add additional information or an aside to a sentence</p> <p>use noun phrases that are expanded by the addition of a modifying adjective and/or the addition of a prepositional phrase</p> <p>indicate degrees of possibility using adverbs or modal verbs</p> <p>use adverbs (including those of intensity) to make meaning more precise</p> <p>continue to use a variety of sentence types including simple, compound, and complex</p>	<p>make good use of parenthesis to add additional information or an aside to a sentence</p> <p>apply previously taught openers (e.g. subject, fronted adverbials, subordination, conjunctive adverbs, speech) thoughtfully and for effect (varying as appropriate)</p> <p>use adverbs (including those of degree and intensity) to good effect</p> <p>apply grammar appropriately to a sentence to achieve a sense of formality/informality</p> <p>apply passive voice as appropriate</p>

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Key skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition and Effect	<ul style="list-style-type: none"> •use adjectives in labels, captions and sentences •use a range of verbs to add detail •choose words and phrases appropriate to the task and topic 	<ul style="list-style-type: none"> •choose content that is relevant to the task (showing some awareness of the purpose of and audience for the writing) •use adjectives appropriately (without repeating meaning) •use a range of verbs to add detail •sometimes use adverbs •frequently make adventurous word choices 	<p>frequently add extra detail, description and explanation to events using adjectives, expanded noun phrases, verbs, adverbs and prepositions.</p> <p>make some careful and more deliberate vocabulary choices (including tier 2 words)</p> <ul style="list-style-type: none"> •describe and/or create characters and convey characteristics through description and actions e.g. movement, the way the character speaks and what they say (dialogue) 	<ul style="list-style-type: none"> •apply 'tier 2' vocabulary appropriately to their writing <p>frequently use words, phrases and imagery deliberately to create a desired effect</p> <ul style="list-style-type: none"> •convey the atmosphere of a setting •convey character through description of looks, behavior and dialogue as well as how the character feels •establish the viewpoint of the narrator or a character 	<ul style="list-style-type: none"> •apply 'tier 2' vocabulary appropriately and with effect •deliberately use vocabulary and imagery to create a desired effect •select content to inform and engage the reader (imagery + interesting details that are expanded and explained) <p>convey the atmosphere of a setting through description and character reaction</p> <p>convey character through description of looks, behaviour, thoughts and dialogue as well as how others react to him/her</p> <p>establish the viewpoint through narrator opinion or their position on a topic/argument</p>	<p>write effectively for a range of purposes and audiences</p> <p>use words and phrases deliberately to create a desired effect (including precise nouns adjectives, verbs and adverbs + well-chosen tier 2 words)</p> <p>develop ideas through elaboration, detail and, where appropriate, figurative language</p> <p>convey and maintain character through direct and indirect characterisation</p> <p>integrate dialogue in narratives to advance the action</p> <p>convey the atmosphere of a setting through description, figurative language and character reaction</p> <p>control sentence length appropriate to purpose and context</p> <p>establish and maintain a clear viewpoint through narrator opinion or their position on a topic/argument</p>

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Key skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Punctuation	<ul style="list-style-type: none"> •leave spaces between words <p>use capital letters most of the time for the pronoun 'I', to indicate proper nouns (people, country/town/city names and for days of the week)</p> <p>sometimes capitalise place names e.g. Bamburgh Castle, Carr Hill Primary School</p> <p>frequently start sentences with a capital letter and end them with either a full stop, question mark or exclamation mark</p>	<p>demarcate most sentences using full stops and capital letters</p> <p>frequently demarcate sentences using question marks and exclamation marks (when appropriate to the sentence)</p> <p>capitalise place names e.g. Bamburgh Castle, Carr Hill Primary School + months of the year</p> <ul style="list-style-type: none"> •frequently use commas in lists •frequently use apostrophes to show contracted forms •sometimes use apostrophes to show singular possession 	<ul style="list-style-type: none"> •use full stops, capital letters, exclamation marks and question marks correctly <p>recognise and correctly capitalise a growing range of proper nouns</p> <p>use commas in lists</p> <p>use apostrophes to show contracted forms</p> <p>use apostrophes to show singular possession</p> <p>use inverted commas to demarcate speech</p>	<p>use the range of previously taught punctuation correctly</p> <p>use apostrophes to mark singular possession</p> <p>use apostrophes to mark plural possession</p> <p>use a comma after a fronted adverbial</p> <p>starting to apply internal punctuation rules for speech</p>	<p>use the range of previously taught punctuation correctly</p> <p>use a comma after a fronted adverbial</p> <p>use a comma after a conjunctive adverb</p> <p>frequently use commas to mark subordinate clauses</p> <p>use brackets, dashes and commas to indicate parenthesis</p> <p>follow the punctuation rules for speech</p> <ul style="list-style-type: none"> •frequently start a new line for a new speaker when setting out speech 	<p>use the range of previously taught punctuation correctly</p> <p>use a colon to introduce a list</p> <p>use semi-colons within a more complex list</p> <p>sometimes use semi-colons to connect two clauses</p> <p>sometimes use colons to introduce an explanation, elaboration or summary</p> <p>use hyphens to avoid ambiguity</p> <p>apply punctuation consistently to a bullet pointed list</p>
Handwriting	<ul style="list-style-type: none"> •sit correctly at the table <p>hold a pencil correctly and comfortably</p> <p>frequently form letters in the correct direction (starting and finishing in the correct place)</p> <p>show some control of letter positioning - descenders sometimes go below the line show some control of letter positioning – ascenders are sometimes taller than other letters</p>	<ul style="list-style-type: none"> •use the diagonal and horizontal strokes needed to join letters in some of their writing •write lower case letters the correct size, orientation and relationship to one another and to upper case letters <p>use spacing between words that reflects the size of the letters</p>	<ul style="list-style-type: none"> •use the horizontal strokes needed to join letters <p>understand which letters, when adjacent to each other, are best left un-joined</p> <ul style="list-style-type: none"> •control letter size and spacing (down strokes of letters are parallel and well- spaced and ascenders and descenders do not touch) 	<ul style="list-style-type: none"> •use the horizontal strokes needed to join letters <p>understand which letters, when adjacent to each other, are best left un-joined</p> <p>write legibly and consistently (the down strokes of letters are parallel and equidistant)</p> <p>space lines of writing so that ascenders and descenders do not touch</p>	<ul style="list-style-type: none"> •write legibly using joined handwriting 	<p>use joined handwriting</p> <p>adapt presentation to meet the writing purpose</p>

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Spelling

- spell words containing each of the 40+ phonemes already taught spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words
- spell the days of the week correctly
 - use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
 - use the prefix un– use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper]
 - apply simple spelling rules and guidance, as listed in English appendix 1

- segment spoken words into phonemes and representing these by graphemes, spelling many correctly
- apply new ways of spelling phonemes for which 1 or more spellings are already known, and know some words with each spelling, including a few common homophones
- spell many common exception words
- spell words with contracted forms
- sometimes add suffixes to spell longer words including –ment, –ness, –ful, –less, –ly
 - apply spelling rules and guidance, as listed in English appendix 1

spell correctly **many** words from the year 3/ 4 spelling list (100 words to be learned by the end of Y4)

apply **some** of the Lower KS2 spelling rules (as outlined in the NC Spelling Appendix 1)

•spell correctly **most** words from the year 3/ 4 spelling list (100 words to be learned by the end of Y4)

apply **most** of the Lower KS2 spelling rules (as outlined in the NC Spelling Appendix 1)

•spell correctly many words from the year 5/6 spelling list (100 words to be learned by the end of Y6)

• apply some of the Upper KS2 spelling rules (as outlined in the NC Spelling Appendix 1)

spell correctly most words from the year 5 / year 6 spelling list,

apply Upper KS2 spelling rules mostly correctly (as outlined in the National Curriculum Spelling Appendix 1)