

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
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| 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
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| 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)
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| 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 lettersb) -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 fordifferent purposes – printing,capitalisation, bold etc. |