

 **St Dunstan’s RC Primary School**

 **Writing Progression Document 2023 / 2024**

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| **Nursery** **By the end of Nursery, pupils…..** | **Spelling and Punctuation**  | **Sentence Construction, Grammar and Text Cohesion**  | **Composition and Effect**  | **Plan, Evaluate (edit and draft)** | **Handwriting and Presentation**  |
| Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. | Understand ‘why’ questions, like: ‘Why do you think the caterpillar got so fat?’ Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.Use longer sentences of four to six words. | Engage in extended conversations about stories, learning new vocabulary.Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.Write some or all of their name.Write some letters accurately. | N/A  | Use large-muscle movements to wave flags and streamers, paint and make marks.Use one-handed tools and equipment, for example, making snips in paper with scissors.Use a comfortable grip with good control when holding pens and pencils.Shows a preference for a dominant hand.Write some letters accurately. |

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| **Reception** **By the end of Reception, pupils…..** | **Spelling and Punctuation**  | **Sentence Construction, Grammar and Text Cohesion**  | **Composition and Effect**  | **Plan, Evaluate (edit and draft)** | **Handwriting and Presentation**  |
| Spell words by identifying the sounds and then writing the sound with the letter/s.Write short sentences with words with known letter-sound correspondences. | Form lower case and capital letters correctly.Spell words by identifying the sounds and then writing the sound with the letter/s.Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.. | Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.Re-read what they have written to check it makes sense  | Re-read what they have written to check it makes sense | Use large-muscle movements to wave flags and streamers, paint and make marks.Use one-handed tools and equipment, for example, making snips in paper with scissors.Use a comfortable grip with good control when holding pens and pencils.Shows a preference for a dominant hand.Write recognisable letters, most of which are correctly formed. |

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| **End of Reception** **Beginning of Year 1** |  | Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all casesWrite recognisable letters, most of which are correctly formed.Spell words by identifying sounds in them and representing the sounds with a letter or letters.Write simple phrases and sentences that can be read by others. |

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| **End of Reception** **Beginning of Year 1** |  | Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all casesWrite recognisable letters, most of which are correctly formed.Spell words by identifying sounds in them and representing the sounds with a letter or letters.Write simple phrases and sentences that can be read by others. |

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| **Year 1** **By the end of year 1, pupils…..** | **Spelling and Punctuation**  | **Sentence Construction, Grammar and Text Cohesion**  | **Composition and Effect**  | **Plan, Evaluate (edit and draft)** | **Handwriting and Presentation**  |
| Can spell most Reception / Year 1 words accurately Can spell CVC words correctly Spell words with suffixes which can be added without change to the root word (e.g. help/helping) and plural noun suffixes (e.g.dog/dogs, wish/wishes)Separate words with spaces Use capital letters for names ofpeople, places, days of the week and for the personal pronoun ‘I’Show an understanding of how to use full stops and capital letters to demarcate sentencesBegin to use question marks and exclamation marks appropriately | Write sentences which make sense, understanding how words can combine to make sentences Begin to join words and clauses using ‘and’ | Sequence sentences to formshort narrativesAttempt to write a variety oftext types (such as lists,stories, captions)Generally use vocabularysuited to the task | Re-read what they have writtento check it makes senseDiscuss what has been writtenwith teacher or other pupilsCan produce their own ideas forwriting (not a retelling) | Sit correctly at a table, holdingthe pencil correctlyForm lower case letters in thecorrect directionForm capital letters and digits 0-9Understanding which lettersbelong to which handwritingfamilies (ascenders, descendersetc)Control letter size, shape andorientation |

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| **End of Year 1****Beginning of Year 2**  |  | Pupils produce letter shapes which are mainly accurate with clear spaces between most words.Pupils spell most CVC words and common words from R/Y1 word lists.Pupils write one or more sentences extended using 'and'.Pupils write two or more sentences using correct use of full stops and capital letters.Pupils can produce a paragraph or more of developed ideas independently; this may be more like spoken than written language |
| **End of Year 1****Beginning of Year 2**  |  | Pupils produce letter shapes which are mainly accurate with clear spaces between most words.Pupils spell most CVC words and common words from R/Y1 word lists.Pupils write one or more sentences extended using 'and'.Pupils write two or more sentences using correct use of full stops and capital letters.Pupils can produce a paragraph or more of developed ideas independently; this may be more like spoken than written language |

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| **Year 2****By the end of year 2, pupils…..** | **Spelling and Punctuation**  | **Sentence Construction, Grammar and Text Cohesion**  | **Composition and Effect**  | **Plan, Evaluate (edit and draft)** | **Handwriting and Presentation**  |
| Spell common exception words for Year 2 correctly (including some homophones)Use capital letters, full stops,question marks and exclamation marks to demarcate sentencesSpellings should be phonicallyplausible, even if not always correctUse commas to separate items in a listCan spell words using suffixes(which change word classes e.g. ful/-less, -ly, -er, -est, -ness)accuratelyUse apostrophes to mark whereletters are missing in spelling [for example: didn’t, she’s] and to mark singular possession in nouns [ the girl’s name] | Make correct and consistent use of present tense and past tense throughout writingUse the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]Use conjunctions for subordination (using when, if, that, because) andco-ordination (using or, and, but)Begin to develop an understanding of some features of written Standard English Use correct grammatical patternsfor statements, questions,exclamations and commandsUse expanded noun phrases fordescription and specification  | Can write simple coherentnarratives about personalexperiences and recount realeventsWrite a range of texts showingawareness of their structures (e.g. letter/story/reports)Use interesting and ambitiouswords for their ageUse carefully selectedadjectives/descriptive phrasesfor detail and descriptionCan provide enough detail tointerest the readerCan vary the structure ofsentences to interest the reader(use of subordinatingconjunctions/speech/questions/ exclamations) | Write down or orally rehearsekey words and ideasEvaluate writing with otherpupils and their teacherRe-read writing to check itmakes sense (particularlyfocusing on use of tense) andmake simple additions andrevisionsProof-reading for spelling,grammar and punctuation errors that they know how to correct | Form lower-case letters of thecorrect size relative to oneanotherWrite capital letters and digits of the correct size, orientation and relationship to one another and to lower case lettersUse correct spacing between wordsStart using some strokesneeded to join letters |

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| **End of Year 2****Beginning of Year 3** |  | Pupils spell all CVC and most common words on the YR/1/2 lists correctly; spelling of unknown words should be phonetically plausible. Pupils use basic sentence punctuation correctly, most of time (full stops, capital letters, question marks, exclamation marks, commas for lists). Pupils show some variety in the openers that they use, including using some descriptive language or detail.  Pupils can produce a clear and coherent piece of writing, linked to the task. Pupils use some ambitious words for their age. Pupils can identify some errors in their writing by proof-reading what they have written. Pupils generally produce handwriting that is controlled and mainly regular. There may be some joining. |
| **End of Year 2****Beginning of Year 3**  |  | Pupils spell all CVC and most common words on the YR/1/2 lists correctly; spelling of unknown words should be phonetically plausible. Pupils use basic sentence punctuation correctly, most of time (full stops, capital letters, question marks, exclamation marks, commas for lists). Pupils show some variety in the openers that they use, including using some descriptive language or detail.  Pupils can produce a clear and coherent piece of writing, linked to the task. Pupils use some ambitious words for their age. Pupils can identify some errors in their writing by proof-reading what they have written. Pupils generally produce handwriting that is controlled and mainly regular. There may be some joining. |

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| **Year 3****By the end of year 3, pupils…..** | **Spelling and Punctuation**  | **Sentence Construction, Grammar and Text Cohesion**  | **Composition and Effect**  | **Plan, Evaluate (edit and draft)** | **Handwriting and Presentation**  |
| Spell common words correctly, with some errors and arefamiliarising themselves with the Year3/4 spelling listSpell words which belong toword families accurately usingprefixes and suffixes (e.g.solve/dissolve/solution)Spell common homophonescorrectly (see Spelling Appendix)Begin to use inverted commas to punctuate direct speechUse the forms a or an. Use basic sentence punctuationcorrectly most of the time (fullstops, capital letters, questionmarks, exclamation marks,commas for lists) | Use a wider range of conjunctions, including when, if, because, although to create multi-clause sentencesWrite sentences which are correctly constructed with correctsubject/verb agreementUse a range of sentence structures in their writing(simple/compound/some complexBegin to structure and organisework clearly (sometimes inparagraphs)Use adverbs and adverbials for arange of purposesExpress time, place and causeusing conjunctions [for example,when, before, after, while, so,because], adverbs [for example,then, next, soon, therefore], orprepositions [for example, before, after, during, in, because of]Use simple organisational devices(e.g. headings, subheadings) | Write for a range of purposesand audiences ,using theappropriate formBegin to use showing sentences to create a vivid image in the reader's mindUse language devices(alliteration, onomatopoeia,rhythm in poetry)Begin to use similes in theirWritingUse varied and rich vocabularyincluding the careful use ofadjectives and adverbs fordescription and detailBegin to develop writing that is lively and interestingEngage the reader throughsome use of varied sentenceopenings | Discuss and record ideas for writingAssess the effectiveness oftheir own and others' writing,suggesting improvementsPropose changes to grammarand vocabulary to improveconsistency (e.g. use ofpronouns)Proof read for spelling andpunctuation errors | Begin to use the diagonal,horizontal strokes that areneeded to join lettersUnderstand which letters arebest left unjoinedIncrease legibility, consistencyand quality of handwritingUsing mainly joined handwritingthroughout independent writing |

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| **End of Year 3****Beginning of Year 4**  |  | Pupils spell common words correctly, with some errors and are familiarising themselves with the Year3/4 spelling list.Pupils use basic sentence punctuation correctly, most of time (full stops, capital letters, question marks, exclamation marks, commas for lists, some inverted commas).Pupils are beginning to show variety in sentence type and structure including the use of openings, adding some detail and description.Pupils approach writing appropriately for the purpose and are broadly accurate in their basic skills.Pupils use interesting language with some words that are ambitious.Pupils edit writing by proof-reading what they have written. Pupils generally produce handwriting that is neat and mainly joined. |

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| **End of Year 3** **Beginning of Year 4**  |  | Pupils spell common words correctly, with some errors and are familiarising themselves with the Year3/4 spelling list.Pupils use basic sentence punctuation correctly, most of time (full stops, capital letters, question marks, exclamation marks, commas for lists, some inverted commas).Pupils are beginning to show variety in sentence type and structure including the use of openings, adding some detail and description.Pupils approach writing appropriately for the purpose and are broadly accurate in their basic skills.Pupils use interesting language with some words that are ambitious.Pupils edit writing by proof-reading what they have written. Pupils generally produce handwriting that is neat and mainly joined. |

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| **Year 4****By the end of year 4, pupils…..** | **Spelling and Punctuation**  | **Sentence Construction, Grammar and Text Cohesion**  | **Composition and Effect**  | **Plan, Evaluate (edit and draft)** | **Handwriting and Presentation**  |
| Spell the majority of familiarwords correctly (including Year3/4 spelling list and somehomophones e.g.their/there/they're, were/where,to/too, your/you're)Use apostrophes to mark pluralpossession [for example, the girl’s name, the girls’ names] Use inverted commas and otherpunctuation to indicate directspeech [for example, a commaafter the reporting clause; endpunctuation within invertedcommas: The conductorshouted, “Sit down!”]Understand the grammaticaldifference between plural andpossessive -sUse commas after frontedadverbialsUse brackets for adding extrainformation | Know the difference between Standard English forms for verbinflections and local spoken forms[for example, we were instead of we was, or I did instead of I done] and use these mostly appropriatelyUse an increasing range ofsentence structures including theuse of some subordinate clausesUse noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)Make appropriate choice of pronoun (personal, possessive) or noun within and across sentences to aid cohesion and avoid repetitionUse a range of sentence types,including commands, statementsand questionsUse fronted adverbials [for example, Later that day, I heard the bad news.]Use generally consistent tense,person and tone throughout pieces of writingUse some layout devices(headings, subheadings, columns)Use paragraphs to organise ideasaround a theme | Create settings, characters and plot in narrativesUse dialogue to move the action forward or developcharacterisationUse language devices(alliteration, onomatopoeia,rhetorical questions, persuasive language, sensationalist language for newspapersUse varied and rich vocabulary(including the use of adverbsand adjectives for detail)Pupils begin to use figurativelanguage (similes,personification, metaphor)Engage the reader through the use of varied sentence openingsBegin to use showing sentences to create a vivid image in the reader's mindDevelop writing that is lively and interesting | Discuss and record ideas for writingProof read for spelling andpunctuation errorsAssess the effectiveness oftheir own and others' writing,suggesting improvementsPropose changes to grammarand vocabulary to improveconsistency (e.g. use ofpronouns) | Use the diagonal, horizontalstrokes that are needed to joinlettersUnderstand which letters arebest left unjoinedIncrease legibility, consistencyand quality of handwritingUsing joined handwritingthroughout independent writing |

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| **End of Year 4****Beginning of Year 5** |  | Pupils spell most words on the Year 3/4 list correctly, plus all compound words and many complex words.Pupils use a range of punctuation accurately (full stops, capital letters, exclamation marks, question marks, commas for lists, inverted commas, speech punctuation).Pupils show variety in sentence type and structure including sophisticated openings, adding detail and description and using a wider range of conjunctions.Pupils organise writing appropriately for the purpose, including experimenting with the use of paragraphs.Pupils use interesting language with a wide range of ambitious words, occasional misuse is acceptable.Pupils initiate edits to writing by proof-reading what they have written.Pupils produce handwriting that is neat and joined |

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| **End of Year 4****Beginning of Year 5** |  | Pupils spell most words on the Year 3/4 list correctly, plus all compound words and many complex words.Pupils use a range of punctuation accurately (full stops, capital letters, exclamation marks, question marks, commas for lists, inverted commas, speech punctuation).Pupils show variety in sentence type and structure including sophisticated openings, adding detail and description and using a wider range of conjunctions.Pupils organise writing appropriately for the purpose, including experimenting with the use of paragraphs.Pupils use interesting language with a wide range of ambitious words, occasional misuse is acceptable.Pupils initiate edits to writing by proof-reading what they have written.Pupils produce handwriting that is neat and joined |

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| **Year 5****By the end of year 5, pupils…..** | **Spelling and Punctuation**  | **Sentence Construction, Grammar and Text Cohesion**  | **Composition and Effect**  | **Plan, Evaluate (edit and draft)** | **Handwriting and Presentation**  |
| Spell most words correctly(including common exception words for Year 5/6 and common homophones)Begin to use commas to clarify meaning or avoid ambiguityUse brackets, dashes or commas to indicate parenthesis (including for asides)Begin to make some use of semicolons and colons Punctuate sentences accurately almost all of the timeBegin to use punctuation for effect (e.g. ellipsis, exclamation mark, question mark)  | Use relative clauses beginning with who, which, where, when , whose that or an omitted relative pronounIndicate degrees of possibility using adverbs (e.g. perhaps, surely), modal verbs (e.g. might, should, will, must), or the conditional tenseUse the perfect form of verbs to mark relationships of time and causeUse of the conditional to express possibilityUse devices such as adverbs to build cohesion (e.g. then, after that, this, firstly)Use consistent tense and personthroughout pieces of writingLink ideas across paragraphs using adverbials of time, place and number (later, nearby, secondly, or tense choices)Use mostly appropriate text structure and paragraphing (e.g. for narratives, newspapers, persuasive writing, plays)Use some layout devices (headings,subheadings, columns, line breaks in poetryMake use of a wide variety ofsentence constructions (including the use of subordinate clauses, short sentences for effect and openers) | Identify the audience and purpose of writing, selecting appropriate formUse vocabulary and register typical of formal and informal speech and writing mostly appropriately Integrate dialogue to conveycharacter and advance the actionUse showing sentences to create a vivid image in the reader's mindMake effective use of simile, metaphor and personification across a range of text typesDescribe settings, characters and atmosphereSelect from a wide range ofimaginative and ambitious vocabularyUse language techniques (e.g.repetition, onomatopoeia, alliteration, persuasive language, rhetorical questions) across a range text typeUse expanded noun phrases to convey complicated information conciselyBegin to show an awareness of the audience through the use of comments, asides, suspense, dialogue | Make notes and develop initial ideas to plan writingProof-read for known spelling, punctuation and grammatical errorsAssess the effectiveness of their own and others' writing according to the writing focus for the taskPropose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning with prompting | Write legibly, fluently and withincreasing speedChoose whether or not to join specific letters Use an unjoined style where appropriate (e.g. diagrams, headings)Be able to use the appropriatestandard of handwriting (for notes, final write up) |

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| **End of Year 5****Beginning of Year 6** |  | Pupils must use basic sentence punctuation accurately (full stops, capital letters, exclamation marks, question marks, commas in lists and inverted commas).Spelling is broadly accurate, including the spelling of common exception words.Pupils are beginning to use punctuation for parenthesis (brackets, dashes and commas).Pupils can use a range of sentence structures including the use of relative clauses, openers, subordinating conjunctions.Pupils are able to structure their writing using paragraphs and use the appropriate text structure and organisation.Pupils engage the reader with careful/ambitious choices of vocabulary and language techniques (figurative language, alliteration, repetition) for different audiences and purposes.Pupils are able to identify errors and make some improvements to their own work.Handwriting is legible, joined and writing can be sustained. |

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| **End of Year 5****Beginning of Year 6** |  | Pupils must use basic sentence punctuation accurately (full stops, capital letters, exclamation marks, question marks, commas in lists and inverted commas).Spelling is broadly accurate, including the spelling of common exception words.Pupils are beginning to use punctuation for parenthesis (brackets, dashes and commas).Pupils can use a range of sentence structures including the use of relative clauses, openers, subordinating conjunctions.Pupils are able to structure their writing using paragraphs and use the appropriate text structure and organisation.Pupils engage the reader with careful/ambitious choices of vocabulary and language techniques (figurative language, alliteration, repetition) for different audiences and purposes.Pupils are able to identify errors and make some improvements to their own work.Handwriting is legible, joined and writing can be sustained**.** |

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| **Year 6****By the end of year 6, pupils…..** | **Spelling and Punctuation**  | **Sentence Construction, Grammar and Text Cohesion**  | **Composition and Effect**  | **Plan, Evaluate (edit and draft)** | **Handwriting and Presentation**  |
| Spell almost all words correctly(including common exception words for Year 6 andhomophones) using a dictionaryfor unfamiliar wordsCan use commas for clarity andto separate clauses(subordinating/adverbials)Make some use of semi-colons,colons, or dashes to markboundaries between independent clausesMake some use of hyphens toavoid ambiguityMake some use of colons tointroduce listsPunctuate bullet pointsconsistentlyCan use punctuation precisely to enhance meaning, to avoidambiguity or for effect (e.g.ellipsis, exclamation mark,question mark, dash) | Recognise and use structuresappropriate for formal speech and writing (including the subjunctive and impersonal form) Make appropriate use of a widevariety of sentence constructions(including the use of subordinating conjunctions, short sentences for effect and openers)Use appropriate grammaticalstructures in different types ofwriting (e.g. contractions indialogue, passive verbs, modalverbs to suggest degrees ofpossibility)Use appropriate text structure and paragraphing (e.g. for narratives, newspapers, persuasive writing, plays)Use consistent tense, person andtone throughout pieces of writingUse appropriate layout devices(headings, subheadings, columns,bullets, line breaks and presentation in poetry) Build cohesion using a range ofdevices to link ideas acrossparagraphs: e.g. repetition,conjunctions, pronouns, adverbials, synonyms. | Identify the audience and purpose of writing, selecting the appropriate form and showing a good awareness of the reader (asides,suspense etc)Can sustain a particular viewpoint (character, point of view) throughout a textDescribe settings, characters and atmosphere using ambitious vocabulary, figurative languageand showing sentences (to create a vivid image for the reader) effectivelyIntegrate dialogue effectively to convey character and advance the actionDistinguish between the language of speech and writing, choosing the appropriate register.Exercise a conscious control over levels of formality, using grammar and vocabulary to achieve thisUse language techniques (e.g.repetition, onomatopoeia,alliteration, pejorative language, sensationalist language, emotive language, rhetorical questions) across a range text typesWrite imaginative, engaging and lively texts | Make notes and develop initial ideas to plan writingProof-read for known spelling,punctuation and grammaticalerrors (including subject-verbagreement)Assess the effectiveness oftheir own and others' writingaccording to writing focus forthe taskPropose appropriate changes tovocabulary, grammar andpunctuation to enhance effectsand clarify meaning during andafter writing | Write legibly, fluently and withincreasing speedChoose whether or not to joinspecific letters (e.g. capitalletters)Consider carefully the style ofhandwriting which is best suitedfor a task (e.g. vary the font foremphasis)Are able to use the appropriatestandard of handwriting (fornotes, final write up) |

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| **End of Year 6****Beginning of Year 7** |  | Pupils write fluently, independently and effortlessly with only occasional errors of punctuation, grammar and spelling.Pupils use the full range of sentence punctuation in their work.Pupils use precise and carefully chosen vocabulary in their writing, although new subject-specific vocabulary will continue to develop.Pupils are able to control the presentation of information through the nuances of language choices, sentence construction and punctuation.Pupils independently make appropriate and timely improvements to their work.Pupils use figurative language to enhance description |