

**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 cases  Write 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 cases  Write 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 of  people, 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 sentences  Begin 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 form  short narratives  Attempt to write a variety of  text types (such as lists,  stories, captions)  Generally use vocabulary  suited to the task | Re-read what they have written  to check it makes sense  Discuss what has been written  with teacher or other pupils  Can produce their own ideas for  writing (not a retelling) | Sit correctly at a table, holding  the pencil correctly  Form lower case letters in the  correct direction  Form capital letters and digits 0  -9  Understanding which letters  belong to which handwriting  families (ascenders, descenders  etc)  Control letter size, shape and  orientation |

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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 sentences  Spellings should be phonically  plausible, even if not always correct  Use commas to separate items in a list  Can spell words using suffixes  (which change word classes e.g.  ful/-less, -ly, -er, -est, -ness)  accurately  Use apostrophes to mark where  letters 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 writing  Use 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) and  co-ordination (using or, and, but)  Begin to develop an understanding of some features of written Standard English  Use correct grammatical patterns  for statements, questions,  exclamations and commands  Use expanded noun phrases for  description and specification | Can write simple coherent  narratives about personal  experiences and recount real  events  Write a range of texts showing  awareness of their structures (e.g. letter/story/reports)  Use interesting and ambitious  words for their age  Use carefully selected  adjectives/descriptive phrases  for detail and description  Can provide enough detail to  interest the reader  Can vary the structure of  sentences to interest the reader  (use of subordinating  conjunctions/speech/questions/ exclamations) | Write down or orally rehearse  key words and ideas  Evaluate writing with other  pupils and their teacher  Re-read writing to check it  makes sense (particularly  focusing on use of tense) and  make simple additions and  revisions  Proof-reading for spelling,  grammar and punctuation errors that they know how to correct | Form lower-case letters of the  correct size relative to one  another  Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters  Use correct spacing between words  Start using some strokes  needed 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 are  familiarising themselves with the Year3/4 spelling list  Spell words which belong to  word families accurately using  prefixes and suffixes (e.g.  solve/dissolve/solution)  Spell common homophones  correctly (see Spelling Appendix)  Begin to use inverted commas to punctuate direct speech  Use the forms a or an.  Use basic sentence punctuation  correctly most of the time (full  stops, capital letters, question  marks, exclamation marks,  commas for lists) | Use a wider range of conjunctions, including when, if, because, although to create multi-clause sentences  Write sentences which are correctly constructed with correct  subject/verb agreement  Use a range of sentence structures in their writing  (simple/compound/some complex  Begin to structure and organise  work clearly (sometimes in  paragraphs)  Use adverbs and adverbials for a  range of purposes  Express time, place and cause  using conjunctions [for example,  when, before, after, while, so,  because], adverbs [for example,  then, next, soon, therefore], or  prepositions [for example, before, after, during, in, because of]  Use simple organisational devices  (e.g. headings, subheadings) | Write for a range of purposes  and audiences ,using the  appropriate form  Begin to use showing sentences to create a vivid image in the reader's mind  Use language devices  (alliteration, onomatopoeia,  rhythm in poetry)  Begin to use similes in their  Writing  Use varied and rich vocabulary  including the careful use of  adjectives and adverbs for  description and detail  Begin to develop writing that is lively and interesting  Engage the reader through  some use of varied sentence  openings | Discuss and record ideas for writing  Assess the effectiveness of  their own and others' writing,  suggesting improvements  Propose changes to grammar  and vocabulary to improve  consistency (e.g. use of  pronouns)  Proof read for spelling and  punctuation errors | Begin to use the diagonal,  horizontal strokes that are  needed to join letters  Understand which letters are  best left unjoined  Increase legibility, consistency  and quality of handwriting  Using mainly joined handwriting  throughout 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 familiar  words correctly (including Year  3/4 spelling list and some  homophones e.g.  their/there/they're, were/where,  to/too, your/you're)  Use apostrophes to mark plural  possession [for example, the girl’s name, the girls’ names]  Use inverted commas and other  punctuation to indicate direct  speech [for example, a comma  after the reporting clause; end  punctuation within inverted  commas: The conductor  shouted, “Sit down!”]  Understand the grammatical  difference between plural and  possessive -s  Use commas after fronted  adverbials  Use brackets for adding extra  information | Know the difference between Standard English forms for verb  inflections and local spoken forms  [for example, we were instead of we was, or I did instead of I done] and use these mostly appropriately  Use an increasing range of  sentence structures including the  use of some subordinate clauses  Use 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 repetition  Use a range of sentence types,  including commands, statements  and questions  Use fronted adverbials [for example, Later that day, I heard the bad news.]  Use generally consistent tense,  person and tone throughout pieces of writing  Use some layout devices  (headings, subheadings, columns)  Use paragraphs to organise ideas  around a theme | Create settings, characters and plot in narratives  Use dialogue to move the action forward or develop  characterisation  Use language devices  (alliteration, onomatopoeia,  rhetorical questions, persuasive language, sensationalist language for newspapers  Use varied and rich vocabulary  (including the use of adverbs  and adjectives for detail)  Pupils begin to use figurative  language (similes,  personification, metaphor)  Engage the reader through the use of varied sentence openings  Begin to use showing sentences to create a vivid image in the reader's mind  Develop writing that is lively and interesting | Discuss and record ideas for writing  Proof read for spelling and  punctuation errors  Assess the effectiveness of  their own and others' writing,  suggesting improvements  Propose changes to grammar  and vocabulary to improve  consistency (e.g. use of  pronouns) | Use the diagonal, horizontal  strokes that are needed to join  letters  Understand which letters are  best left unjoined  Increase legibility, consistency  and quality of handwriting  Using joined handwriting  throughout 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 ambiguity  Use 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 time  Begin 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 pronoun  Indicate degrees of possibility using adverbs (e.g. perhaps, surely), modal verbs (e.g. might, should, will, must), or the conditional tense  Use the perfect form of verbs to mark relationships of time and cause  Use of the conditional to express possibility  Use devices such as adverbs to build cohesion (e.g. then, after that, this, firstly)  Use consistent tense and person  throughout pieces of writing  Link 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 poetry  Make use of a wide variety of  sentence constructions (including the use of subordinate clauses, short sentences for effect and openers) | Identify the audience and purpose of writing, selecting appropriate form  Use vocabulary and register typical of formal and informal speech and writing mostly appropriately  Integrate dialogue to convey  character and advance the action  Use showing sentences to create a vivid image in the reader's mind  Make effective use of simile, metaphor and personification across a range of text types  Describe settings, characters and atmosphere  Select from a wide range of  imaginative and ambitious vocabulary  Use language techniques (e.g.  repetition, onomatopoeia, alliteration, persuasive language, rhetorical questions) across a range text type  Use expanded noun phrases to convey complicated information concisely  Begin to show an awareness of the audience through the use of comments, asides, suspense, dialogue | Make notes and develop initial ideas to plan writing  Proof-read for known spelling, punctuation and grammatical errors  Assess the effectiveness of their own and others' writing according to the writing focus for the task  Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning with prompting | Write legibly, fluently and with  increasing speed  Choose whether or not to join specific letters  Use an unjoined style where appropriate (e.g. diagrams, headings)  Be able to use the appropriate  standard 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 and  homophones) using a dictionary  for unfamiliar words  Can use commas for clarity and  to separate clauses  (subordinating/adverbials)  Make some use of semi-colons,  colons, or dashes to mark  boundaries between independent clauses  Make some use of hyphens to  avoid ambiguity  Make some use of colons to  introduce lists  Punctuate bullet points  consistently  Can use punctuation precisely to enhance meaning, to avoid  ambiguity or for effect (e.g.  ellipsis, exclamation mark,  question mark, dash) | Recognise and use structures  appropriate for formal speech and writing (including the subjunctive and impersonal form)  Make appropriate use of a wide  variety of sentence constructions  (including the use of subordinating conjunctions, short sentences for effect and openers)  Use appropriate grammatical  structures in different types of  writing (e.g. contractions in  dialogue, passive verbs, modal  verbs to suggest degrees of  possibility)  Use appropriate text structure and paragraphing (e.g. for narratives, newspapers, persuasive writing, plays)  Use consistent tense, person and  tone throughout pieces of writing  Use appropriate layout devices  (headings, subheadings, columns,  bullets, line breaks and presentation in poetry)  Build cohesion using a range of  devices to link ideas across  paragraphs: 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 text  Describe settings, characters and atmosphere using ambitious vocabulary, figurative language  and showing sentences (to create a vivid image for the reader) effectively  Integrate dialogue effectively to convey character and advance the action  Distinguish 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 this  Use language techniques (e.g.  repetition, onomatopoeia,  alliteration, pejorative language, sensationalist language, emotive language, rhetorical questions) across a range text types  Write imaginative, engaging and lively texts | Make notes and develop initial ideas to plan writing  Proof-read for known spelling,  punctuation and grammatical  errors (including subject-verb  agreement)  Assess the effectiveness of  their own and others' writing  according to writing focus for  the task  Propose appropriate changes to  vocabulary, grammar and  punctuation to enhance effects  and clarify meaning during and  after writing | Write legibly, fluently and with  increasing speed  Choose whether or not to join  specific letters (e.g. capital  letters)  Consider carefully the style of  handwriting which is best suited  for a task (e.g. vary the font for  emphasis)  Are able to use the appropriate  standard of handwriting (for  notes, 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 |