



Sutton in Craven C.E (V.C) Primary School



English – Writing

Progression Document

EYFS – Year 6

Flourish together, in the love of God, to live life in all its fullness.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
TEXT	Children use their phonic knowledge to write words in ways which match their spoken sounds.	<p>I can think, say, write sentences and re-read to check them.</p> <p>I can sequence sentences to form short narratives.</p> <p>I can discuss what I have written and read it aloud to my peers and teachers so that they can hear it clearly</p>	<p>I can use the past and present tense correctly in my writing.</p> <p>I can use the progressive form of verbs in past and present tenses to mark actions in progress, eg: she is shouting, he was running.</p>	<p>I can choose the appropriate noun or pronoun within and across sentences to aid cohesion and avoid repetition.</p> <p>I can use paragraphs to organise ideas around a theme.</p>		<p>I can use devices to build cohesion within a paragraph, for example: then, after that, this, firstly.</p> <p>I can link ideas across paragraphs using adverbials of time (for example, later) place (for example, nearby) and number (for example, secondly) or tense changes (for example, he had seen her before).</p>	<p>I can use a range of layout devices such as headings, sub-headings, columns, bullets, or tables to structure text.</p> <p>I can link ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections, (for example, the use of adverbial 'on the other hand', 'in contrast', 'as a consequence'.) and ellipsis.</p>

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COMPOSITION	<p>Revised Development Matters Write short sentences with words with known sound letter correspondences using a capital letter and a full stop.</p> <p>Re – read what they have written to check that it makes sense.</p> <p>Birth to 5 Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greeting cards, tickets, lists, invitations and creating their own stories and books with images and sometimes with words, in print and digital format.</p>	<p>I can write sentences by:</p> <ul style="list-style-type: none"> •saying out loud what I am going to write about •composing a sentence orally before writing it •sequencing sentences to form short narratives •re-reading what I have written to check that it makes sense •Discussing what I have written with the teacher or other pupils •reading aloud their writing clearly enough to be heard by their peers and the teacher. 	<p>I enjoy writing at greater length by:</p> <ul style="list-style-type: none"> •writing narratives about personal experiences and those of others (real and fictional) •writing about real events •writing poetry •writing for different purposes <p>I can draft and write by:</p> <ul style="list-style-type: none"> •planning or saying out loud what they are going to write about •writing down ideas and/or key words, I include new vocabulary •encapsulating what they want to say, sentence by sentence. 	<p>I can plan my writing by:</p> <ul style="list-style-type: none"> •discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar •discussing and recording ideas <p>I can draft and write by:</p> <ul style="list-style-type: none"> •composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) •organising paragraphs around a theme •in narratives, creating settings, characters and plot •in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 	<p>I can plan my writing by:</p> <ul style="list-style-type: none"> •identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own •noting and developing initial ideas, drawing on reading and research where necessary •in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>I can draft and write by:</p> <ul style="list-style-type: none"> •selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning •in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action •precising longer passages •using a wide range of devices to build cohesion within and across paragraphs •using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 		

	<p>Gives meaning to the marks they make as they draw, write, paint and type using a keyboard or touchscreen technology.</p> <p>Uses their developmental phonic knowledge to write things such as labels and captions, later progressing to simple sentences.</p>		<p>I can evaluate and edit by:</p> <ul style="list-style-type: none"> •evaluating their writing with the teacher and other pupils •re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form •proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] <p>I can read aloud what I have written with appropriate intonation to make the meaning clear.</p>	<p>I can evaluate and edit by:</p> <ul style="list-style-type: none"> •assessing the effectiveness of their own and others' writing and suggesting improvements •proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences •proof-reading for spelling and punctuation errors •reading my own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<p>I can evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing</p> <ul style="list-style-type: none"> •proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning •ensuring the consistent and correct use of tense throughout a piece of writing •ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register •proof-read for spelling and punctuation errors
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WORD	Some words are spelt correctly and others are phonetically plausible.	<p>I can add an 's' to a noun to make it plural.</p> <p>I know that some nouns need 'es' to make them plural. (<i>Nouns ending in ch, s, sh, x, z, zz</i>)</p> <p>I know that the prefix un- changes the meaning of verb and adjectives (untie, unkind, undo)</p> <p>I can add the suffixes -ing, -ed, -er to verbs where no change is needed in the spelling of the root words (helping, helper, helped)</p> <p>I know the all the capital and lower case letters of the alphabet, both name and sound.</p>	<p>I know how to form new nouns by making compound words. (whiteboard, snowman, toothbrush)</p> <p>I know how to form new nouns by adding the suffixes -ness and -er. (helper, dresser, singer, business.)</p> <p>I know how to form new nouns by adding the suffixes -ful and -less</p> <p>I know how to form comparative adjectives by adding the suffixes -er and -est eg: bigger, biggest, smaller, smallest</p> <p>know how to form adverbs by adding the suffix -ly to adjectives, eg: quick, quickly, soft, softly (root word requires no change.</p> <p>I can tell the difference between homophones and near homophones.</p>	<p>I can use a or an according to whether the next word begins with a vowel or a consonant (an apple, a banana).</p> <p>I can form nouns using a range of prefixes (Super, ani, auto.)</p> <p>I can investigate word families based on common words showing how words are related in form and meaning (solve, solution, solver, dissolve, insoluble</p>	<p>I know the how to use the Standard English forms of verb inflections instead of local spoken forms, for example: we were instead of we was, or I did instead of I done.</p> <p>I can explain the difference between the plural and possessive 's'.</p>	<p>I can convert nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify].</p> <p>I can understand and use the following verb prefixes: dis-, de-, mis-, over-and re</p>	<p>I know the difference between vocabulary typical of informal speech and vocabulary appropriate for formal Speech (find out / discover, ask for / request, go in/ enter)</p> <p>I know how words are related by meaning as synonyms and antonyms [for example, big, large, little</p>

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SENTENCE	<p>Revised Development Matters Write short sentences with words with known sound letter correspondences using a capital letter and a full stop.</p>	<p>I can think, say, write sentences and re-read to check them.</p> <p>I can use the conjunction 'and' to join ideas in sentences.</p>	<p>I can use conjunctions for co-ordination – (and), but, so, or.</p> <p>I can use conjunctions for subordination – when, if, that, because.</p> <p>I can use expanded noun phrases –(the blue butterfly, plain flour, the man in the moon) in my writing.</p>	<p>I can use a wider range of connectives of subordination (conjunctions) to express time, place or cause: when, before, after, while, so because.</p> <p>I can use a wider range of connectives (adverbs) to express time, place or cause: then, next, soon, after a while, therefore.</p> <p>I can use a wider range of connectives (prepositions) to express time, place or cause: before, after, during, in, because of)</p>	<p>I can write noun phrases expanded by the addition of modifying adjectives, nouns and prepositions eg: 'the teacher' expanded to 'the strict maths teacher with curly hair'.</p> <p>I can use fronted adverbial phrases as sentence openers, for example, 'Later that day, I heard the bad news.</p>	<p>I can use relative clauses beginning with who, which, where, when, that to add information to a sentence, for example: 'That's the boy who lives near school.'</p> <p>I can indicate degrees of possibility using adverbs (for example, perhaps, surely) or modal verbs (for example, might, should, will, must).</p>	<p>I can use the passive voice to affect the presentation of information in a sentence, for example: I broke the greenhouse window / the greenhouse window was broken (by me)</p> <p>I know the difference between structures typical of informal speech and structures appropriate for formal speech. (He's your friend, isn't he?) or the use of subjunctive forms (If I were to visit him / Were they to visit.</p>

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PUNCTUATION	<p>Revised Development Matters Write short sentences with words with known sound letter correspondences using a capital letter and a full stop.</p>	<p>I can use a capital letter for names , places, the days of the week and 'I'.</p> <p>I can use finger spaces to separate each word when I write a sentence.</p> <p>I am beginning to use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p>	<p>I can use capital letters, full stops, question marks and exclamation marks to demarcate most sentences.</p> <p>I can use commas to separate items in a list.</p> <p>I can use apostrophes to show where letters are missing in spelling.</p> <p>I can use apostrophes to mark singular possession in nouns (the girl's name).</p>	<p>I can use a range of punctuation in all of my writing (full top, capital letters, question marks, exclamation marks, commas in lists, apostrophes for omission and possession)</p> <p>I am beginning to learn how to punctuate direct speech using inverted commas.</p>	<p>I can use inverted commas and other punctuation to indicate direct speech; for example, a comma after the reporting clause; end punctuation within the inverted commas –<i>The conductor shouted, “ Sit down!”</i></p> <p>I can use commas after fronted adverbials.</p> <p>I can use apostrophes to mark plural possession (for example, the girl's name; the girls' names.)</p>	<p>can use a range of punctuation in all of my writing (full top, capital letters, question marks, exclamation marks, commas in lists, apostrophes for omission and possession, inverted commas and other punctuation for speech, commas after fronted adverbials, apostrophes to mark plural possession.)</p> <p>can use brackets, dashes or commas to indicate parenthesis.</p> <p>I can use commas to clarify meaning or avoid ambiguity.</p>	<p>I can use a range of punctuation in all of my writing (full top, capital letters, question marks, exclamation marks, commas in lists, apostrophes for omission and possession, inverted commas and other punctuation for speech, commas after fronted adverbials, apostrophes to mark plural possession, brackets, dashes and hyphens, commas to clarify meaning,)</p> <p>I can use a colon to introduce a list and semi colons within the list.</p> <p>I can use bullet points to list information.</p>

							<p>I can use a colon, semi-colon and dash to mark the boundaries between independent clauses.</p> <p>I know how hyphens can be used to avoid ambiguity for example: man eating shark / man-eating shark; recover / re-cover.</p>
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HANDWRITING	<p>Revised – Development Matters Form lower case and capital letters correctly Birth to 5 Show preference for a dominant hand</p> <p>Begins to form recognisable letters independently</p> <p>Uses pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p>	<ul style="list-style-type: none"> •I can sit correctly at a table, holding a pencil comfortably and correctly •I can begin to form lower-case letters in the correct direction, starting and finishing in the right place . •I can form capital letters •I can form digits 0-9 •I can understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. 	<ul style="list-style-type: none"> •I can form lower-case letters of the correct size relative to one another. •I can start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined •I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters •I can use spacing between words that reflects the size 	<ul style="list-style-type: none"> •I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. •I can increase the legibility, consistency and quality of my handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] •I can use joined handwriting with increasing consistency 	<p>I can write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> •choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters •choosing the writing implement that is best suited for a task. 		

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SPELLING	<p>Revised – Development Matters Spell words by identifying the sounds and then writing the sound with the letter/s</p> <p>Birth to 5 Begins to break the flow of speech into words, to hear and say the initial sound in words and may start to segment the sounds in words and blends them together.</p> <p>Starts to develop phonic knowledge by linking sounds to letters, naming and sounding some letters of the alphabet, identifying letters and writing recognisable letters in sequence, such as their name.</p>	<p>I can name the letters of the alphabet</p> <p>I can name the letters of the alphabet in order.</p> <p>I can use letter names to distinguish between alternative spellings of the same sound.</p> <p>I can apply simple spelling rules and guidance (see English Appendix 1)</p> <p>I know all the phonemes and graphemes from Phase 3 and Phase 4 and I can apply them to my writing.</p> <p>(Revisit) I know all of the phonemes and alternative graphemes from Phase 5.</p> <p>I can spell all the high frequency words from Phase 3,4 and 5.</p>	<p>I can spell by:</p> <ul style="list-style-type: none"> •segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly •learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones •learning to spell common exception words. <p>I can apply simple spelling rules and guidance (see English Appendix 1)</p> <p>I can write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p>I can use:</p> <p>further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <ul style="list-style-type: none"> •Adding suffixes beginning with vowel letters to words of more than one syllable •Suffix –ly, -y, - •Prefix –un, -dis, -mis, -in, -re, -super •Alternative spellings (y, ou) •W <p>spell further homophones</p> <p>spell words that are often misspelt (English Appendix 1)</p> <ul style="list-style-type: none"> •place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] 	<p>I can use:</p> <p>further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <ul style="list-style-type: none"> •Add suffixes to words beginning with vowel letters to words of more than one syllable •Add suffix: -ally, towards ending in –ic •Add suffix --ous •Add prefix: il-, im-, ir-, sub-, inter-, anti, -auto, -ation •Spell words ending: -tion, -ssion, -sion, -cian, •Spell words with –eigh, -ey, -gue, -que, -ch, •spell further homophones. •spell words that are often misspelt (English Appendix 1) •place the possessive apostrophe accurately in words with regular plurals [for example, girls', 	<p>I can use:</p> <p>further prefixes and suffixes and understand the guidance for adding them</p> <p><i>Word endings: -cious, -tious, -cial, -tial, -ant, -anceancy, -ent,-ence, ency, -able, -ably,-ation,-ible</i></p> <ul style="list-style-type: none"> •Add suffixes beginning with vowel letters to words ending in -fer •Use a hyphen with the prefix co-and re- •spell some words with 'silent' letters [for example, knight, psalm, solemn] •Spell words with silent k,w,b,t,h,s •continue to distinguish between homophones and near homophones •use knowledge of morphology and etymology in spelling and 	<p>I can use:</p> <p>further prefixes and suffixes and understand the guidance for adding them <i>Word endings: -cious, -tious, -cial, -tial, -ant, -anceancy, -ent,-ence, ency, -able, -ably,-ation,-ible</i></p> <ul style="list-style-type: none"> •Spell words with eiafter c •spell words with ei though not after c •Spell words with –ough •spell some words with 'silent' letters [for example, knight, psalm, solemn] •Spell words with silent b,d,n,g,c •continue to distinguish between homophones and near homophones •use knowledge of morphology and etymology in

				<ul style="list-style-type: none"> •use the first two or three letters of a word to check its spelling in a dictionary. •write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> boys'] and in words with irregular plurals [for example, children's] •use the first two or three letters of a word to check its spelling in a dictionary. •write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 	<ul style="list-style-type: none"> understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 •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. 	<ul style="list-style-type: none"> spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1 •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
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<p>Fine Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. <p>Writing Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. <p>Write simple phrases and sentences that can be read by others.</p>	<p>The pupil can, after discussion with the teacher:</p> <ul style="list-style-type: none"> • write simple, coherent narratives about personal experiences and those of others (real or fictional) • write about real events, recording these simply and clearly. • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required. • use present and past tense mostly correctly and consistently. • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses. • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. • spell many common exception words* • 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. 	<p>The pupil can:</p> <ul style="list-style-type: none"> • write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) • in narratives, describe settings, characters and atmosphere • integrate dialogue in narratives to convey character and advance the action • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing • use the range of punctuation taught at key stage 2 mostly correctly^ (e.g. inverted commas and other punctuation to indicate direct speech) • spell correctly most words from the year 5 / year 6 spelling list <p>* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</p> <ul style="list-style-type: none"> • maintain legibility in joined handwriting when writing at speed.
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