St Mary of the Angels Skills Progression in Writing

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|  | Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Tense** | * Understand the past through storytelling | * Growing accuracy when writing in the past tense * Mostly accurate use of present tense when writing | * Use past and present tense mostly correctly throughout writing * Use of verbs to mark action in progress | * Use past and present tense consistently * Confident use of progressive form of verbs * Some use of the present perfect form of verbs | * Use a variety of verb forms correctly and consistently (past and present tense, progressive and present perfect) * Use Standard English forms for verb inflections (we were instead of we was) | * Use a variety of verb forms correctly and consistently (simple past and present tense, progressive and present perfect form of verbs) * Use Standard English forms for verb inflections instead of local forms (e.g. we were instead of we was) * Use modal verbs to indicate degrees of possibility | * Verb forms used consistently and correctly (e.g. simple past, progressive, present perfect form of verbs) * Mostly appropriate use of modal verbs to indicate degrees of possibility, probability and certainty * Use passive voice, where appropriate, to affect how information is presented |
| **Appropriate vocabulary and grammatical structures** | * Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary * Use and understand recently introduced vocabulary during discussions about stories, non-fictino, rhymes and poems during role play | * Use and to join clauses I can see the cat and he is on the mat. | * Use co-ordination (and, or, but) to join clauses * Some use of subordination (when, if, that, because) to join clauses | * Use a wider variety of conjunctions to join clauses (when, before, after, while, so, because) * Effective use of statements, exclamations, questions and commands | * Extend the range of sentences with more than one clause by using a wider range of conjunctions (when, if, because, although) * Use fronted adverbials to vary sentence structure (time, place and cause/manner) | * Adapt sentence length and vocabulary to change and enhance meaning * Use relative clauses and parenthesis appropriately e.g. bracketed information in non-narrative, commas around relative clauses when adding detail in narrative | * Adapt sentence length and vocabulary to change and enhance meaning including use of a wide range of conjunctions * Relative clauses using a wide range of relative pronouns (who, which, where, when, whose, that) or an omitted pronoun to clarify and explain relationships between ideas * Make appropriate choices of vocabulary and grammar to suit both formal and informal situations |
| **Level of detail** | * Spell words by identifying sounds in them and representing the sounds with a letter or letters | * Use and to join words * Use some simple description | * Use expanded noun phrases to add description and detail * Use -ly to turn adjectives into adverbs e.g. slow to slowly | * Expanded noun phrases used to add description and detail * Use a varied and rich vocabulary * Adverbs and prepositions to express time, place and cause | * Use of expanded noun phrases expanded by the addition of modifying adjectives, nouns and prepositions * Use of a varied and rich vocabulary * Develop settings using expanded noun phrases and fronted adverbials * Use descriptions and speech to build a character and evoke a response | * Use expanded noun phrases, adverbs, determiners and preposition phrases to convey complicated information concisely * Use relative clauses to add detail or description (who, which, where, when, whose, that or an omitted relative pronoun) * Use adverbs to indicate degrees of possibility | * Expanded noun phrases, adverbs and prepositions to convey complicated information concisely and to add detail * Create a setting and consider atmosphere by using expressive or figurative language and describing how it makes the character feel * Integrate dialogue in narratives to convey character and advance the action |
| **Cohesive Devices** |  | * Begin to link ideas or events by subject and/or pronoun I can see the cat and he is on the mat. He is eating his lunch. * Write short narratives ensuring that many sentences are sequenced accurately | * Adverbs and subordinate clauses used to support sequence of events/ ideas e.g. suddenly, quickly, when it was dinner time * Evidence of a sequence of connected events * Use pronouns to extend and link sentences | * Write a full sequence of events (dilemma/conflict/resolution) * Sequence ideas or events: * Maintaining form e.g. bullet points, headings * Using adverbs and prepositions * Use pronouns to extend and link sentences | * Use fronted adverbials to connect and introduce paragraphs * Some use of determiners to give more detail about nouns * Avoid repetition through choice of noun or pronoun | * Use a wide range of devices to build cohesion within a paragraph: adverbs and adverbials (then, after that, this, firstly), tense choices, and a variety of nouns, pronouns and determiners to avoid repetition * Link across paragraphs using adverbs and adverbial phrases (time, place and number); a variety of nouns, synonyms, pronouns and determiners; and tense choices (He had seen her before) | * Use a range of devices to build cohesion (adverbials of time and place, pronouns, nouns and synonyms, conjunctions) * Use of appropriate choice of tense to support whole text cohesion and coherence |
| **Text structure and organisation** | * Write short sentences with words with known letter-sound correspondences using a capital letter and full stops | * Some use of full stops and capital letters * Begin to use exclamation marks * Begin to use question marks * Use capital letters for names of people and places * Use capital letters for days of the week * Use a capital letter for the personal pronoun I | * Write statements, questions, exclamations and commands appropriately | * Select relevant content * In non-narrative material, group related ideas in paragraphs * In narrative write an opening paragraph and further paragraphs for each stage | * Create characters, settings and plot in narrative * Use paragraphs to organise information and ideas around a theme * Use paragraphs to organise and sequence more extended narratives * Use organisational devices including headings and subheadings | * Use paragraphs to organise more complex information and themes * In narrative, use paragraphs to organise and sequence more extended narrative structures (organise settings, characters, events and atmosphere) | * Use paragraphs to develop and expand some ideas, descriptions, themes or events in depth * Use a range of organisational and presentational devices, including the use of columns, bullet points, underlining and tables, to guide the reader |
| **Punctuation** | * Write short sentences with words with known letter-sound correspondences using a capital letter and full stop | * Some words containing previously taught phonemes are spelt with some accuracy * Phonetically plausible attempts are made to spell words that have not yet been learnt * Spell common exception words at WTS standard * Some common exception words are spelt accurately * Apply prefix -un with growing accuracy for both verbs and adverbs * Many suffixes applied with accuracy e.g. -ed/-ing/ -er/ -est/where no change is needed to the root word, -s/-es for nouns and verbs * Spell days of the week accurately | * Demarcate most sentences in writing with capital letters and full stops (including proper nouns) * Use question marks correctly when required * Some use of exclamation marks for effect * Some use of commas to separate items in lists * Some apostrophes for simple contracted forms * Begin to use apostrophes for singular possession in nouns | * Mostly accurate use of full stops and capital letters, exclamation and question marks, commas to separate items in a list * Mostly accurate use of apostrophes for contracted forms and possession * Some use of inverted commas to punctuate direct speech Most KS1 common exception words are spelt correctly * Full range of spelling rules and patterns in appendix 1 for Y1/2 | * Mostly accurate use of full stops and capital letters, exclamation and question marks, commas to separate items in a list, apostrophes for contracted forms and possession * Mostly accurate use of Y4 punctuation: commas after fronted adverbials and inverted commas for direct speech * Some accurate use of other punctuation to indicate direct speech and possessive apostrophes for plural nouns | * Mostly accurate use of punctuation at year 4 standard: full stops, capital letters, exclamation marks, question marks, commas in lists, commas after fronted adverbials, inverted commas and speech punctuation, apostrophes for contraction and apostrophes for singular possession * Some accurate use of Y5 punctuation: brackets, dashes and commas to indicate parenthesis and commas to clarify meaning or avoid ambiguity | * Use a range of punctuation mostly correctly including brackets or commas to indicate parenthesis, commas to clarify meaning or avoid ambiguity and inverted commas and other punctuation to indicate speech * Some accurate use of colons to introduce lists and semi-colons to separate items within lists, colons and semi-colons to make the boundary between independent clauses, dashes to indicate parenthesis and hyphens to avoid ambiguity and consistent punctuation of bullet points |
| **Transcription** | * Form lower-case and capital letters correctly * Write recognisable letters, most of which are correctly formed * Write simple phrases and sentences that can be read by others | * Leave spaces between words * Some lower-case letters are formed accurately, starting and finishing in the correct place * Form digits 0-9 mostly accurately * Understand which letters belong to which handwriting families * Hold a pencil comfortably and correctly * Sit correctly at a table | * Segment spoken words into phonemes and represent these by graphemes, spelling many of these correctly and making phonically plausible attempts at others * Usually accurate spelling of simple monosyllabic and polysyllabic words including high frequency homophones (e.g. to, too, two/ there, they’re, their/ floated/ many/ coat * Spell many common exception words (refer to spelling appendix or phonics programme) * Some accurate use of suffixes to correctly spell words e.g. -ing, -ed, -er, -est, -y where change is needed to the root of the word (running, happily, making, dancer, sweetest) * Some words with contracted forms are spelt correctly * 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 * Write with increasing fluency and stamina | * Some accurate spelling of words from the Y3/4 word list and some accurate use of prefixes/suffixes and homophones in Y3/4 spelling appendix * Use a/an accurately | * Full range of spelling rules in Appendix 1 for Y3/4 are mostly accurate * Mostly accurate spelling of words from the Y3/4 word list * Join handwriting throughout independent writing using diagonal and horizontal strokes with greater fluency | * Application of full range of spelling rules and patterns in Appendix 1 for years 3/4 and mostly accurate spelling of words from the year 3/4 word list * Some accurate spelling of words from the year 5/6 word list and rules/patterns from Appendix list 1 | * The full range of spelling rules and patterns as listed in Appendix 1 for years 5 and 6 are applied mostly accurately * Spell correctly most words from the Year 5/Year 6 spelling list * Use a dictionary to check the spelling of uncommon or more ambitious vocabulary |
| Edit and Evaluate | * Re-read what they have written to check that it makes sense | * Check written work makes sense through re-reading with other pupils and the teacher * Read work aloud clearly | * Begin to make simple additions, revisions and corrections: * Re-read and evaluate writing checking for meaning and tense form * Proof-read writing (some prompting may be required) | * Use past and present tense consistently * Confident use of progressive form of verbs * Some use of the present perfect form of verbs | * Evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation * Proof-read for spelling and punctuation errors | * Evaluate writing according to purpose considering the effectiveness of word choice, grammar and punctuation, including use of tense and subject-verb agreement * Proof-read for spelling and punctuation errors | * Evaluate and edit writing according to purpose considering the effectiveness of word choice, grammar and punctuation, including use of tense, subject-verb agreement and register * Proof-read for spelling and punctuation errors |