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
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| **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
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| **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
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| **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
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| **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
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| **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
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| **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
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| 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
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