Progression of Skills in Writing

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
|  | \*Has met the majority of the statutory requirements in spelling in appendix 1  Writes for a ranges of purposes and audience | | | | and appendix 2 |  |
| **Grammatically** | \*Sometimes write | \*Produce grammatically | \*Write a variety of | \*Use a range of | \*Write in grammatically | \*Write in grammatically |
| **accurate** | in grammatically | accurate sentences with | grammatically accurate | conjunctions to produce | accurate sentences, with | accurate sentences of all |
| **sentences** | accurate  sentences, | different forms and  functions. | sentences having  different structures | a variety of accurate  sentences of more than | a variety of forms and  functions. | types and structures.  \*Use expanded noun |
|  | generally using a |  | and functions with | one clause. | \*Most irregular verbs will | phrases, relative clauses, |
|  | subject – verb – object structure. |  | consistent use of past and present tense,  including progressive | \*Add adjectives and noun phrases to add  detail. | be correctly inflected. | modal verbs and perfect forms correctly and  appropriately. |
|  |  |  | forms. |  |  | \*Use both active and passive voice. |
| **Accurate** | \*Show some use of | \*Use punctuation | \*Use a range of | \*Use capital letters, | \*Use a range of | \*Use a wide range of |
| **punctuation** | capital letters and | generally correctly, | punctuation accurately, | full stops, exclamation | punctuation accurately, | punctuation, almost |
| full stops to  demarcate | including full stops,  capital letters, question | including apostrophes  for possession and | marks and apostrophes  mostly appropriately. | including: commas for  different purposes, | always correctly. |
|  | sentences. | marks, exclamation | contraction and commas | \*Some use of inverted | possessive apostrophes |  |
|  | \*Some use of | marks. | to separate clauses. | commas to indicate | and markers for direct |  |
|  | capital letters for  names of people, | \*Occasionally accurate  use of commas in lists and |  | direct speech. | speech. |  |
|  | places and days of the week. | apostrophes. |  |  |  |  |
| **Organise Texts** | \*Sometimes use a  title and/or clearly | \*Show some awareness  that writing may divided | \*Sometimes divide  writing into sections | \*Organise writing in  sections and show | \*Ensure that paragraphs  or sections of writing are | \*Demonstrate in writing  the devices promoting |
|  | signal the end of a | into sections (headings, | that are helpful to a | awareness of devices | linked through the use of | coherence and cohesion |
|  | piece of writing. | titles, spaces between  groups of sentences). | reader (paragraphs,  headings and sub- | that promote successful  text organisation | cohesive devices. | eg: links within and  between paragraphs and |
|  |  |  | headings). | (consistently separating themes or ideas |  | where appropriate discourse markers that |

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|  |  |  |  | through the use of paragraphs, headings, sub-headings). |  | help readers locate information of follow an argument. |
| **Vocabulary** | \*Make simple, appropriate word choices to convey meaning.  \*Use adjectives and some expanded noun phrases for description.  \*Use and for joining words.  \*Use and understand age- appropriate grammar terminology. | \*Makes some adventurous word choices.  \*Use adjectives, adverbs and expanded noun phrases to describe and specify. | \*Choose some words for effect or occasion.  \*Use adjectives, adverbs and expanded noun phrases to describe and specify with some confidence. | \*Make some adventurous and apt word choices.  \*Use noun and noun phrases, modified by adjectives, adverbs and other nouns confidently and consistently to add detail. | \*Make deliberate vocabulary choices.  \*Use noun and noun phrases, modified by adjectives, adverbs and other nouns confidently and consistently to add detail.  \*Use noun and noun phrases modified by adjectives, adverbs, other nouns and prepositional phrases to expand and develop ideas, information and description. | \*Choose vocabulary for effect and amend vocabulary to suit the level of formality.  \*Use expanded noun phrases to convey complicated information concisely.  \*Use modal verbs and adverbs to indicate degrees of possibility, probability and certainty. |
| **Handwriting** | \*Hold a pen comfortably and begin to form and orientate lower case letters accurately.  \*Form and orientate capital letters and digits  0 to 9. | \*Form and orientate lower case letters accurately, starting and finishing in the correct place. | \*Write in a legible style, showing accuracy and consistent letter formation, sometimes using diagonal and horizontal joins. | \*Write in a legible style, consistently using diagonal and horizontal joins. | \*Write fluently and begin to adopt a personal style. | \*Write fluently and legibly at efficient speed.  \*Adopt and maintain a personal style  \*Make choices of style to reflect the purpose of the task. |
| **Evidence of redrafting and**  **proof reading** | \*Plan by saying out loud what the  writing will be | \*Gather and write down ideas and key words.  \*Evaluate their own word | \*Gather and write down ideas and key words  from a wide range of | \*Make some clear choices of grammar and  vocabulary. | \*Make clear choices about vocabulary and  sentence structure. | \*Make clear, appropriate choices of grammar and  vocabulary to clarify and |

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|  | about.  \*Discuss their own writing with others.  \*With support, re- read their own writing to check what is written makes sense. | choices, grammar and punctuation through discussion with others. | sources.  \*Evaluate their own writing according to purpose, the effectiveness of the word choice, grammar and punctuation.  \*Make simple additions, corrections and revisions, often without  prompting. | \*Evaluate the effectiveness of own and other’s writing.  \*Suggest improvements to grammar and vocabulary.  \*Proof-read for spelling and punctuation errors. | \*Evaluate the effectiveness of their own and other’ writing to propose changes to grammar and vocabulary to improve consistency.  \*Proof-read for spelling and punctuation errors. | enhance meaning.  \*Evaluate and edit own and others’ writing to make appropriate changes to enhance effects and clarify meaning.  \*Proof-read to ensure accuracy of spelling and punctuation. |