

Progression of Skills In Writing, Including Grammar and Punctuation

	<u>Early Years</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
Transcription-Spelling	<ul style="list-style-type: none"> Spells CVC words e.g. shop, leg, rich. Attempts to spell unfamiliar words using a phoneme strategy. 	<ul style="list-style-type: none"> Identifies know phonemes in unfamiliar words. Uses syllables to divide words when spelling. Uses what they know about alternative phonemes to narrow down possibilities for accurate spelling. Uses the spelling rule for adding 's' or 'es' for verbs in the 3rd person singular. Names all the letters of the alphabet in order. Uses letter names to show alternative spellings of the same phoneme. 	<ul style="list-style-type: none"> Segments spoken words into phonemes and records these as graphemes. Spells words with alternative spellings, including common homophones. Spells longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'. Uses knowledge of alternative phonemes to narrow down possibilities for accurate spellings. Identifies phonemes in unfamiliar words and uses syllables to divide words. 	<ul style="list-style-type: none"> Spells words with additional prefixes and suffixes and understand how to add them to root words. Recognises and spells homophones. Uses the first two or three letters of a word to check its spelling in a dictionary. Spells words correctly which are in a family. Spells the commonly mis-spelt words from the Y3/4 word list. Identifies the root in longer words.
Transcription Handwriting	<ul style="list-style-type: none"> Writes letters using the correct sequence of movement. 	<ul style="list-style-type: none"> Sits correctly at a table, holding a pencil comfortably and correctly. Forms lower case letters in their correct direction, starting and finishing in the right place. Forms capital letters and digits correctly. 	<ul style="list-style-type: none"> Forms lower-case letters of the correct size relative to one another. Begins to use the diagonal and horizontal strokes needed to join letters. Has some understanding of which letters are best left unjoined. Uses capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Leaves spaces between words that reflect the size of the letters. 	<ul style="list-style-type: none"> Uses the diagonal and horizontal strokes that are needed to join letters. Understands which letters would be left unjoined.
Composition	<ul style="list-style-type: none"> Begins to use some story language, such as 'Once upon a time...' Dictates and invents own compositions. Thinks about what to write ahead of writing. 	<ul style="list-style-type: none"> Composes sentences orally before writing it. Sequences sentences in chronological order to recount an event or experience. Re-reads own writing to check that it makes sense. Leaves spaces between words. Knows how adding the 'un' prefix can be added to words to change meaning. Uses suffixes 's', 'es', 'ed', and 'ing' within their writing. 	<ul style="list-style-type: none"> Writes narratives about personal experiences and those of others, both real and fictional. Writes for different purposes, including real events. Plans and discusses the content of writing and records their own ideas. Orally rehearses structured sentences or sequences of sentences. Evaluates own writing independently with friends and adults. Proof-reads to check for errors in spelling, grammar and punctuation. 	<ul style="list-style-type: none"> Discusses models of writing, noting its structure, grammatical features and use of vocabulary. Composes sentences using a wider variety of structures. Writes narratives with a clear structure, setting, characters and plot. Writes non-narrative using simple organisational devices such as headings and sub-headings. Suggests improvements for their own writing and that of others. Makes improvements to grammar, vocabulary and punctuation. Uses a range of sentences with more than one clause by using a range of conjunctions. Uses the perfect form of verbs to mark the relationship of time and cause. Proof-reads to check for errors in spelling and punctuation.
Sentence Structure	<ul style="list-style-type: none"> Dictates a simple sentence. Begins to write simple sentences. 	<ul style="list-style-type: none"> Combines words to write sentences. Joins two sentences together using 'and'. 	<ul style="list-style-type: none"> Uses subordination and co-ordination. Uses expanded noun phrases. Explains how the grammatical patterns in a sentence indicate its function. 	<ul style="list-style-type: none"> Expresses time, place and cause by using conjunctions, adverbs and prepositions.
Text Structure	<ul style="list-style-type: none"> Retells a narrative or a recount. Begins to write simple narratives and recounts. 	<ul style="list-style-type: none"> Sequences sentences to form a narrative. 	<ul style="list-style-type: none"> Consistently uses the present tense and past tense correctly. Uses the progressive forms of verbs in the present and past tense. 	<ul style="list-style-type: none"> Starts to use paragraphs. Uses headings and sub-headings. Uses the present perfect form of verbs instead of the simple past.

	<ul style="list-style-type: none"> Invest writing with meaning. Write simple labels, captions and sentences. 			
Punctuation	<ul style="list-style-type: none"> Writes own name, using a capital letter. Begins to use capital letters and full stops to punctuate sentences. 	<ul style="list-style-type: none"> Separates words using finger spaces. Uses capital letters to start a sentence. Uses full stops at the end of sentences. Uses question marks. Uses exclamation marks. Uses capital letters for names. Can use 'I'. 	<ul style="list-style-type: none"> Uses capital letters for names of people, places, days of the week and the personal pronoun 'I'. Correctly uses question marks and exclamation marks. Uses commas to separate items in a list. Uses apostrophes to show where letters are missing and to mark singular possession in nouns. 	<ul style="list-style-type: none"> Uses inverted commas to punctuate direct speech.

	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Transcription-Spelling	<ul style="list-style-type: none"> Spells words with prefixes and suffixes and can add them to root words. Recognises and spells homophones. Uses the first two or three letters of a word to check a spelling in a dictionary. Spells the commonly mis-spelt words from the Y3/4 word list. 	<ul style="list-style-type: none"> Forms verbs with prefixes. Converts nouns or adjectives into verbs by adding a suffix. Understands the rules for adding prefixes and suffixes. Spells words with silent letters. Distinguishes between homophones and other words which are often confused. Spells commonly mis-spelt words from the Y5/6 word list. Uses the first two or three letters of a word to check a spelling in a dictionary. Uses a thesaurus. Uses a range of spelling strategies. 	<ul style="list-style-type: none"> Converts verbs into nouns by adding a suffix. Distinguishes between homophones and other words which are often confused. Spells commonly mis-spelt words from the Y5/6 word list. Understands that the spelling of some words need to be learnt specifically. Uses the first two or three letters of a word to check a spelling in a dictionary. Uses a thesaurus. Uses a range of spelling strategies.
Transcription Handwriting	<ul style="list-style-type: none"> Uses the diagonal and horizontal strokes that are needed to join letters. Understands which letters should be left unjoined. Handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch. 	<ul style="list-style-type: none"> Chooses the style of handwriting to use when given a choice. Chooses the handwriting that is best suited for a specific task. 	<ul style="list-style-type: none"> Chooses the style of handwriting to use when given a choice. Chooses the handwriting that is best suited for a specific task.
Composition	<ul style="list-style-type: none"> Composes sentences using a range of sentence structures. Orally rehearses a sentence or a sequence of sentences. Writes narratives with a clear structure, setting and plot. Improves writing by changing grammar and vocabulary to improve consistency. Uses a range of sentences which have more than one clause. Uses appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition. Uses direct speech in writing and punctuates correctly. 	<ul style="list-style-type: none"> Discusses the audience and purpose of the writing. Starts sentences in different ways. Uses the correct features and sentence structure matched to the text type being worked on. Develops characters through action and dialogue. Establishes a viewpoint as the writer through commenting on characters and events. Uses grammar and vocabulary to create an impact on the reader. Uses stylistic devices to create effects in writing. Adds well-chosen detail to interest the reader. Summarises a paragraph. Organises writing into paragraphs to show different information or events. 	<ul style="list-style-type: none"> Identifies the audience for and purpose of the writing. Chooses the appropriate form and register for the audience and purpose of writing. Uses grammatical structures and features and choose vocabulary appropriate to the audience, purpose and degree of formality to make the meaning clear and create effect. Use a range of sentence structures to create specific effects. Use developed noun phrases to add detail and effects. Use the passive voice to present information with a different emphasis. Use commas to mark phrases and clauses. Sustains and develops ideas logically in narrative and non-narrative writing. Uses character, dialogue and action to advance events in narrative writing.

			<ul style="list-style-type: none"> Summarise a text, conveying key information in writing.
Sentence Structure	<ul style="list-style-type: none"> Uses noun phrases which are expanded by adding modifying adjectives, nouns and prepositional phrases. Uses fronted adverbials. 	<ul style="list-style-type: none"> Uses relative clauses. Uses adverbs or modal verbs to indicate a degree of possibility. 	<ul style="list-style-type: none"> Uses the passive voice. Varies sentence structure depending on whether the writing is formal or informal.
Text Structure	<ul style="list-style-type: none"> Writes in paragraphs. Makes appropriate choices of pronouns and nouns within and across sentences. 	<ul style="list-style-type: none"> Builds cohesion between paragraphs. Uses adverbials to link paragraphs. 	<ul style="list-style-type: none"> Uses a variety of organisational and presentational devices correct to the text type. Writes in paragraphs which can clearly signal a change in subject, time, place or event.
Punctuation	<ul style="list-style-type: none"> Uses inverted commas and other punctuation to indicate direct speech. Uses apostrophes to mark plural possession. Uses commas after fronted adverbials. 	<ul style="list-style-type: none"> Uses brackets, dashes and commas to indicate parenthesis. Uses commas to clarify meaning or avoid ambiguity. 	<ul style="list-style-type: none"> Uses semi-colons, colons and dashes. Uses colons to introduce a list and semi-colons within lists. Uses hyphens to avoid ambiguity.