

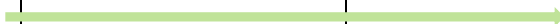



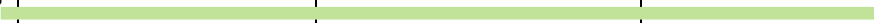
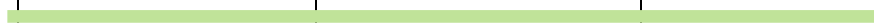
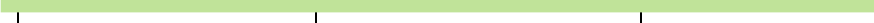
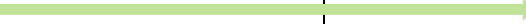
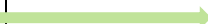

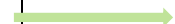



Progression in Writing Skills								
2	Pre School	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Audience and Purpose</b>								
Overall recognition and purpose audience and formality	Children give meaning to the marks they make.	Write simple phrases and sentences that can be read by others.	Pupils start to understand that there is a purpose to writing and a specific audience likely to read it.	Pupils write effectively and coherently for different purposes, drawing on their reading to inform vocabulary and grammar choices.	Pupils are starting to consider the overall formality the purpose for writing requires.	Pupils understand and apply the level of formality their writing requires.		Pupils write effectively for a range of purposes and audiences, selecting language that shows an awareness of the reader.
Write to entertain			Pupils are beginning to show an awareness of what writing to entertain means by beginning to form written narrative structures.	Pupils are able to write simple coherent narratives about personal experiences and those of others (fiction).  Pupils are able to write about real events, recording these simply and clearly.	Pupils understand what it means to write to entertain and develop settings and character in narrative structures in order to do so.	Pupils understand what it means to write to entertain; they develop settings in detail using their senses and describe characters' appearances and characteristics in narrative structures.	Pupils thoroughly understand what it means to write to entertain; they develop descriptions of settings and develop characterisation. Pupils are starting to use figurative language as part of these descriptions.	Pupils independently draw upon their reading as models for their own writing (e.g. literary language, characterisation and structure)  Select vocabulary and grammar structures that reflect what the writing requires mostly accurately.
Write to inform			Pupils are beginning to understand what it means to write to inform.	Pupils are beginning to understand what it means to write to inform.	Pupils understand what it means to inform. They are beginning to make structural changes such as subheading and use facts in order to support the reader's understanding.	Pupils understand what it means to inform. They make structural changes such as subheading and use a wide range of facts in order to support the reader's understanding.	Pupils thoroughly understand what it means to inform. Structural changes are made, a wealth of facts are included and diagrams are used to support the reader's understanding.	Exercise an assured and conscious control over formality, particularly through manipulating grammar and vocabulary.
Write to persuade					Pupils are beginning to know what it means to write to persuade.	Pupils understand what writing to persuade mean: they are starting to develop reasons with supportive evidence.	Pupils understand what writing to persuade mean: they develop reasons with supportive evidence and use a range of persuasive language.	In narratives, pupils describe settings, characters and build atmosphere.
Write to discuss							Pupils are starting to understand what it means to write to discuss	Pupils use figurative language to build their descriptions.  Distinguish between the language of speech and writing, choosing an appropriate register for word choices.
<b>Text/Sentence Structure</b>								
Coordinating Conjunctions			Pupils are beginning to use some co-ordination: and/or/but	Pupils can use co-ordinating conjunctions: and/or/but	Pupils use co-ordinating conjunctions (FANBOYS)			
Subordinating Conjunctions			Pupils are beginning to use some subordination: when/because	Pupils can use some subordination: when/if/that/because	Pupils use subordinating conjunctions e.g. when, if, that, because.	Pupils use a growing range of subordinating conjunctions e.g. when, if, that, because, although, until, however		

Paragraphs					Pupils are beginning to use paragraphs to organise ideas.	Pupils use paragraphs to organise ideas.			
Cohesion					Pupils are beginning to use fronted adverbials to create cohesion.	Pupils use fronted adverbials and pronouns to create cohesion within their writing.	Pupils use fronted adverbials and pronouns to create cohesion within their writing and begin to use a range of other devices (conjunctions, adverbials, pronouns, synonyms).	Pupils use a range of devices to build cohesion (conjunctions, adverbials of time and place, pronouns, synonyms).	
Sentence Structures		Pupils think of a sentence and say it out loud  Pupils think of a sentence, remember it and write it with some support.  Pupils re-read their sentence to check it makes sense	Pupils think of some sentences and say them out loud  Pupils think of some sentences, remember them and write them independently  Pupils re-read their sentences to check them makes sense	Pupils are beginning to use sentences with different forms: statements / questions / exclamations and commands.	Pupils use sentences with different forms: statements/questions/exclamations and commands.	Pupils are beginning to use a wide range of clause structures in their writing.	Pupils use a wide range of clause structures including relative clauses.	Pupils use a range of clause structures including fronted adverbials, relative clauses, subordinate clauses and compound sentences	
Text Layout		Writing goes from left to right on the page	Pupils are beginning to use simple devices to structure non-narrative writing appropriate to text type (headings, bullet points).		Pupils use simple devices to structure non-narrative writing appropriate to text type (headings, bullet points).			Pupils use simple devices to structure non-narrative writing (headings, bullet points).	
<b>Punctuation</b>									
Full Stops		Pupils are beginning to use full stops in some sentences.	Pupils use full stops in some sentences.	Pupils use full stops correctly in most sentences.	Pupils use full stops correctly in sentences.				
Capital Letters		Pupils are beginning to use capital letters in some sentences.	Pupils use capital letters at the beginning of some sentences.  Pupils use capital letters for names, places and I.	Pupils use capital letters correctly in most sentences.	Pupils use capital letters correctly in sentences.				
Question Marks			Pupils are beginning to use question marks in some sentences.	Pupils use question marks in some sentences.	Pupils use question marks correctly in sentences.				
Exclamation Marks			Pupils are beginning to use exclamation marks in some sentences.	Pupils use exclamation marks in some sentences.	Pupils use exclamation marks correctly in sentences.				
Commas				Pupils are beginning to use commas to separate items in lists.	Pupils use commas to separate items in lists.	Pupils accurately and consistently use commas to separate items in lists.			
						Pupils use commas to separate fronted adverbials.	Pupils use commas to separate clauses (e.g. fronted adverbials, main and subordinated clauses,		

							embedded clauses and phrases).	
							Pupils are beginning to use commas to clarify meaning and to avoid ambiguity.	Pupils use commas to clarify meaning and to avoid ambiguity.
						Pupils are beginning to use commas to separate direct speech and reporting clauses.	Pupils use commas to separate direct speech and reporting clauses.	Pupils accurately and consistently use commas to separate direct speech and reporting clauses.
Apostrophes				Pupils are beginning to use apostrophes to mark singular possession in nouns.	Pupils use apostrophes to mark singular possession in nouns.	Pupils accurately and consistently use apostrophes to mark singular possession in nouns.		
				Pupils are beginning to use apostrophes to mark omission.	Pupils use apostrophes to mark omission correctly.	Pupils are beginning to use apostrophes to mark plural possession. Pupils accurately and consistently use apostrophes to mark omission.	Pupils use apostrophes to mark plural possession.	Pupils accurately and consistently use apostrophes to mark plural possession.
Inverted Commas for Direct Speech					Pupils are beginning to use inverted commas to indicate direct speech.	Pupils use inverted commas and beginning to use other punctuation to indicate direct speech.	Pupils accurately and consistently use inverted commas and other punctuation mostly correctly to indicate direct speech.	
Parenthesis						Pupils are beginning to use commas and brackets to indicate parenthesis.	Pupils use commas, brackets and dashes to indicate parenthesis.	Pupils accurately and consistently use commas, brackets and dashes to indicate parenthesis.
Dashes							Pupils are beginning to use dashes in sentences.	Pupils have some use of dashes.
Colons							Pupils are beginning to use a colon to start a list.	Pupils have some use of colons for clauses and lists.
Semi-Colons							Pupils are beginning to use a semi-colon within a list of phrases/clauses.	Pupils have some use of semi-colons for clauses and lists.
Ellipsis							Pupils are beginning to use ellipsis to show pauses/interruptions in speech or to build tension.	Pupils have some use of ellipsis to show pauses/interruptions in speech or to build tension.
<b>Language</b>								
Tenses			Pupils are beginning to use past and present tense mostly correctly.	Pupils use past and present tense mostly correctly and consistently.		Pupils use different verb forms mostly correctly.	Pupils accurately and consistently use different verb forms.	
Expanded Noun Phrases			Pupils are beginning to use adjectives in their descriptions.	Pupils are beginning to use expanded noun phrases to describe and specify.	Pupils use expanded noun phrases to describe and specify.	Pupils accurately and consistently use expanded noun		

						phrases to describe and specify.		
Prepositional Phrases					Pupils are beginning to use prepositions to describe and specify.	Pupils use prepositional phrases to describe and specify.	Pupils accurately and consistently use prepositional phrases to describe and specify.	
Adverbial Phrases					Pupils are beginning to use adverbials to describe and specify.	Pupils use adverbial phrases to describe and specify.	Pupils accurately and consistently use adverbial phrases to describe and specify.	
Standard English					Pupils are beginning to use the forms 'a' or 'an' dependent on the next word.	Pupils use the forms 'a' or 'an' dependent on the next word.	Pupils accurately and consistently use the forms 'a' or 'an' dependent on the next word.	
Descriptive Language					Pupils are beginning to use a wider range of descriptive language (eg. SOAPAIMS)	Pupils are beginning to create atmosphere in narratives.	Pupils create atmosphere in narratives.	Pupils accurately and consistently create atmosphere in narratives.
Integrating Dialogue							Pupils are beginning to integrate dialogue in narratives to convey character and to advance the action.	Pupils integrate dialogue in narratives to convey character and to advance the action.
Degrees of Possibility							Pupils are beginning to indicate degrees of possibility using adverbs and modal verbs.	Pupils indicate degrees of possibility using adverbs and modal verbs.
Write Effectively								Pupils are beginning to write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)
Active and Passive							Pupils are beginning to use active and passive forms.	Pupils use active and passive forms accurately and appropriately.
Formality								Pupils are beginning to exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.
Language of Speech and Writing								Pupils are beginning to distinguish between the language of speech and writing.

Spelling								
Phonics	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.  Write some or all of their name.  Write some letters accurately	Pupils spell words by identifying the beginning sounds  Pupils spell words by using the consonant sounds they can hear  Pupils spell words phonetically including vowel sounds  <b>ELG</b> <b>Write recognisable letters, most of which are correctly formed.</b> <b>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</b>	Pupils can segment words into phonemes and graphemes and spell using all taught phonemes.	Pupils can segment words into phonemes and graphemes, spelling many correctly	Pupils apply their phonological awareness from KS1 to their spelling.			
Age Related Spelling			Pupils can spell the common exception words Reception and Year 1 Rocket Phonics  Pupils can spell most of the Y1 common exception words.	Pupils can spell most of the Y2 common exception words.	Pupils can spell most common exception words.			
					Pupils can spell some words correctly from Year 3/4 spelling list.	Pupils can spell most words correctly from Year 3/4 spelling list.		
							Pupils can spell some words correctly from Year 5/6 spelling list.	Pupils can spell most words correctly from Year 5/6 spelling list.
Key Suffixes			Pupils can add suffixes: er/est/ed/ing when there is no change to the root word	Pupils are beginning to add suffixes e.g. -ment/-ness/-ful/-less/-ly	Pupils accurately add the suffixes e.g. -ment/-ness/-ful/-less/-ly and extend to a wider range of suffixes.			
Key Prefixes					Pupils start to use prefixes such as: dis-, mis-, in-, im-, il-, ir-, und-, de-, re-, pre- & non-			
Silent Letters							Pupils are beginning to spell words that include silent letters.	Pupils spell words that include silent letters.
Singular/Plural			Pupils are beginning to use plurals -es and -s when there is no change to the root word.	Pupils use plurals -es and -s when there is no change to the root word.		Pupils use -ves for plurals of -f/'fe	Pupils are beginning to understand how to write irregular and zero plurals.	Pupils understand how to write irregular and zero plurals.
Homophones				Pupils are beginning to spell a few common homophones.	Pupils can spell some homophones.	Pupils can spell most homophones.	Pupils are able to distinguish between homophones.	

Dictionary Usage							Pupils are beginning to use a dictionary to check the spelling of uncommon or more ambitious vocabulary.	Pupils can use a dictionary to check the spelling of uncommon or more ambitious vocabulary.
<b>Handwriting</b>								
Formation		Pupils form lower case letters correctly.  Pupils form Capital letters correctly	Pupils produce writing where all letters are formed correctly and are the correct size relative to one another. These letters are formed in the pre cursive style.	Pupils consistently produce writing where all letters are formed correctly and are the correct size relative to one another. These letters are formed in the pre cursive style.	Pupils produce writing where all letters are accurately formed, consistent in size and have the appropriate ascenders and descenders.			
Spacing		Pupils are beginning to use spaces between words.	Pupils can use finger spaces between words.	Pupils use spacing between words that reflects the size of the letters.	Pupils use consistent spacing between words.			
Joining			Pupils begin to join letters when they are ready.	Pupils join letters in some writing.	Pupils are joining letters in most of their writing.	Pupils produce legible joined handwriting.	Pupils are increasing the legibility and fluency of their handwriting.	Pupils maintain legibility in joined handwriting when writing at speed.