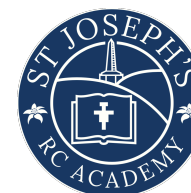


St Joseph's Roman Catholic Academy, Todmorden

Writing

Progression Grid (Early Years and Key Stage One)



Nursery	Reception	Year 1	Year 2
<ul style="list-style-type: none"> • 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; writing 'm' for mummy • write some or all their name • write some letters accurately 	<p>The pupil can write for a range of purposes and audiences using their own and others' experiences (real and fictional), including a short story:</p> <ul style="list-style-type: none"> • form lower-case and capital letters correctly • spell words by identifying the sounds and then writing the sound with letter/s • write short sentences with words with known letter-sound correspondences using a capital letter and full stop • re-re what they have written to check that it makes sense 	<p>The pupil, after discussion, can write sentences that are sequences to form a short narrative:</p> <ul style="list-style-type: none"> • using capital letters and full stops to demarcate many sentences accurately. • using capital letters for some proper nouns • using simple past and present verbs accurately • beginning to use adjectives. • using 'and' as a coordinating conjunction. • beginning to use ! ? with some accuracy. • spelling words containing most Phase 4 and 5 GPCS accurately • adding suffixes * to spell many words correctly. • spelling most Year 1 Common Exception Words taught. • forming many lower case and capital letters accurately. 	<p>The pupil can write for a range of purposes and audiences, including a short story:</p> <ul style="list-style-type: none"> • creating atmosphere, and integrating dialogue to convey character and advance the action • selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly • using a range of cohesive devices, including adverbials, within and across sentences and paragraphs • using passive and modal verbs mostly appropriately • using a wide range of clause structures, sometimes varying their position within the sentence • using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision • using mostly correctly: inverted commas, commas for clarity, punctuation for parenthesis

St Joseph's Roman Catholic Academy, Todmorden

Writing

Progression Grid (Early Years and Key Stage One)



Nursery	Reception	Year 1	Year 2
		<ul style="list-style-type: none">• writing with many letters that are accurate in shape and size including capital letters and digits.• using spacing between words	<ul style="list-style-type: none">• making some correct use of: dashes, colons, hyphens• spelling most words correctly (year 5 and 6)• maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters

Writing



Progression Grid (Key Stage Two)

Year 3	Year 4	Year 5	Year 6
<p>The pupil can write for a range of purposes and audiences using their own and other's experiences (real and fictional), including a short story:</p> <ul style="list-style-type: none"> • demarcating most sentences with capital letters and full stops, question marks and exclamation marks • use expanded noun phrases to describe and add detail to settings and characters • using adverbs to express time, place and cause • using co-ordinating and subordinating conjunctions to express time, place and cause • using prepositions to express time, place and cause • using correct tense consistently • beginning to use the present perfect tense (e.g. in diary writing, 'Today, I have been...') • using some pronouns and time adverbials to aid cohesion • beginning to use paragraphs to structure writing 	<p>The pupil can write for a range of purposes and audiences using their own and others' experiences (real and fictional), including a short story:</p> <ul style="list-style-type: none"> • demarcating sentences with capital letters and full stops, question marks and exclamation marks accurately • describe settings and characters including the use of expanded noun phrases and adverbials to describe and specify • use different verb forms taught accurately and consistently including past, present, progressive and perfect • using paragraphs or sections to organise and structure according to purpose and audience • using co-ordinating and subordinating conjunctions, adverbs or prepositions to express time, place and cause • using inverted commas, commas for fronted adverbials and 	<p>The pupil can write for a range of purposes and audiences, including a short story:</p> <ul style="list-style-type: none"> • using paragraphs to structure and organise ideas • describing settings and integrating dialogue to convey character • using some cohesive devices* within and across sentences and paragraphs • using different verb forms accurately and consistently (including modal verbs) • using co-ordinating and subordinating conjunctions • using a wide range of clause structures, sometimes varying their position within the sentence • using adverbs, preposition phrases and expanded noun phrases to add detail, qualification and precision 	<p>The pupil can write for a range of purposes and audiences, including a short story:</p> <ul style="list-style-type: none"> • creating atmosphere, and integrating dialogue to convey character and advance the action • selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly • using a range of cohesive devices, including adverbials, within and across sentences and paragraphs • using passive and modal verbs mostly appropriately • using a wide range of clause structures, sometimes varying their position within the sentence • using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision • using mostly correctly: inverted commas, commas for clarity, punctuation for parenthesis

Writing

Progression Grid (Key Stage Two)



Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • using simple organisational devices (e.g. headings or sub-headings) appropriately • using a/an correctly • some correct use of inverted comma to punctuate speech • adding prefixes and suffixes to spell some words correctly (see Y3 curriculum *). • using and spelling the correct form of homophones • spelling all common exception words correctly • spelling some words correctly (year 3-4)*. • using the diagonal and horizontal strokes needed to join letters in some of their writing 	<ul style="list-style-type: none"> • apostrophes for singular and plural possession mostly correctly • using pronouns to aid cohesion and avoid repetition • adding prefixes and suffixes to spell many words correctly in their writing, see Y3-4 curriculum * • using and spelling the correct form of homophones • spelling all common exception words correctly • spelling most words correctly (year 3-4)* • using the diagonal and horizontal strokes needed to join letters in some of their writing • writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • 	<ul style="list-style-type: none"> • maintaining Standard English forms • using mostly correctly and appropriately capital letters, full stops, question marks, exclamation marks, commas for lists, apostrophes for contraction and possession and inverted commas • using mostly correctly commas for clarity and punctuation for parenthesis (brackets, commas and dashes) • spelling most Y3/4 and common exception words correctly • spelling many words correctly* (years 5 and 6) • producing legible joined handwriting. 	<ul style="list-style-type: none"> • making some correct use of: dashes, colons, hyphens • spelling most words correctly (year 5 and 6) • maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters