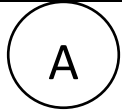
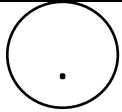



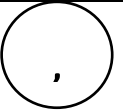
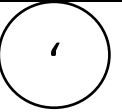
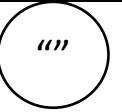
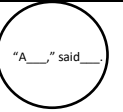
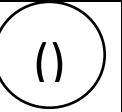
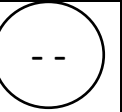
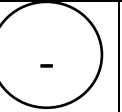
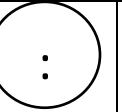
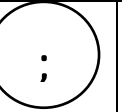
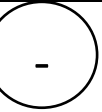


Progression in Writing

Year Group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	<p>The pupil can, after discussion with the teacher:</p> <p>handle equipment and tools effectively, including pencils for writing.</p> <p>write in print.</p>	<p>The pupil can, after discussion with the teacher:</p> <p>sit correctly at the table, holding pencil comfortably and correctly.</p> <p>form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>form capital letters.</p> <p>form digits 0-9.</p> <p>understand which letters belong to which handwriting 'families' and practise these (see Nelson_Order of Joins).</p> <p>use spaces between words.</p>	<p>The pupil can, after discussion with the teacher:</p> <p>form lower-case letters of the correct size relative to one another.</p> <p>use capital and lower case letters of the correct size, orientation and relationship to one another.</p> <p>write digits of the correct size and orientation.</p> <p>begin to use some of the diagonal and horizontal strokes needed to join letter (see Nelson_Order of Joins).</p> <p>Use spacing between words that reflects the size of the letters.</p>	<p>The pupil can:</p> <p>use further diagonal and horizontal strokes needed to join letters (see Nelson_Order of Joins).</p> <p>understand which letters, when adjacent to one another, are best left unjoined.</p> <p>increase the legibility, consistency and quality of their handwriting, i.e. they ensure that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>The pupil can:</p> <p>use the diagonal and horizontal strokes needed to join letters consistently (see Nelson_Order of Joins).</p> <p>write with increasing legibility, i.e. by ensuring that down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>	<p>The pupil can:</p> <p>write legibly, fluently, with increasing speed choosing which shape of letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Choose the writing implement that is best suited for the task.</p>	<p>The pupil can:</p> <p>maintain legibility in joined handwriting when writing at speed.</p> <p>choose the handwriting that is best suited for a specific task.</p>

Progression in Writing

Year Group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Punctuation	<p>The pupil can, after discussion with the teacher:</p> <p>Finger spaces.</p> <p>Capital letters at the start of a sentence.</p> <p>Full stops.</p>	<p>The pupil can, after discussion with the teacher:</p> <p>Finger spaces.</p> <p>Capital letters at the start of a sentence.</p> <p>Capital letters for names, places, days of the week and the personal pronoun 'I' mostly correctly.</p>	<p>The pupil can, after discussion with the teacher:</p> <p>Demarcate sentences with a full stop, question mark or exclamation mark.</p> <p>Capital letters for names, places, days of the week and the personal pronoun 'I' correctly.</p> <p>Use commas to separate items in a list.</p>	<p>The pupil can:</p> <p>Use a range of punctuation (including at least 3 of the following: . , ? ! 'and ""') mostly accurately.</p> <p>Use inverted commas to punctuate direct speech.</p> <p>Use apostrophe for singular possession, i.e. the girl's name.</p>	<p>The pupil can:</p> <p>Use a range of punctuation (including at least 3 of the following: . , ? ! 'and ""') accurately.</p> <p>Use inverted commas and other punctuation to indicate direct speech, i.e. My friend said, "Come over to my house."</p> <p>Use commas after fronted adverbials.</p> <p>Use apostrophe for singular and plural possession, i.e. the girl's name; the girls' names.</p>	<p>The pupil can:</p> <p>Use a range of punctuation (including at least 4 of the following: . , ? ! 'and ""') accurately.</p> <p>Use commas to clarify meaning or avoid misunderstanding.</p> <p>Use brackets, dashes and commas to indicate relative clauses.</p> <p>Use brackets, dashes and commas to indicate parenthesis</p>	<p>The pupil can:</p> <p>Use the range of punctuation taught mostly correctly.</p> <p>Use colon to introduce a list and to mark boundaries between independent clauses.</p> <p>Use semi-colon within lists and to mark boundaries between independent clauses.</p> <p>Use dash to mark boundaries between independent clauses.</p> <p>Use hyphen to avoid ambiguity.</p>

														
Capital letter	Full stop	Finger spaces	Question mark	Exclamation mark	Comma	Apostrophe	Inverted commas	Speech punctuation	Brackets	Dashes	Single Dash	Colon	Semi-colon	Hyphen

Progression in Writing

Year Group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	<p>The pupil can, after discussion with the teacher:</p> <p>Say out loud what they are going to write about.</p> <p>combine words to make a sentence which makes sense.</p> <p>Write simple sentences which can be read by themselves and others.</p>	<p>The pupil can, after discussion with the teacher:</p> <p>write captions, labels and attempt other simple forms of writing.</p> <p>compose a sentence orally before writing it.</p> <p>discuss what they have written with the teacher or other pupils.</p> <p>re-read what I have written to check that it makes sense and make simple changes.</p> <p>combine words to make a sentence which makes sense.</p> <p>sequence sentences to form short narratives based on real and fictional experiences.</p> <p>write for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.</p>	<p>The pupil can, after discussion with the teacher:</p> <p>orally rehearse structured sentences or sequences of sentences.</p> <p>create simple plans to support writing.</p> <p>write sentences that are sequenced to form a short narrative (real or fictional).</p> <p>write simple, coherent narratives about personal experiences and those of others (real or fictional).</p> <p>can write for different purposes, including real events and poetry.</p> <p>re-read their writing to check for sense, basic errors and meaning.</p> <p>check that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p> <p>evaluate their writing independently, with friends and with an adult.</p>	<p>The pupil can:</p> <p>discuss models of writing, noting their structure, grammatical features and vocabulary.</p> <p>use add ideas to a planning template to support writing including structural and/or grammatical features as well as key vocabulary.</p> <p>compose sentences, orally at first, using a wider range of structures and increasing vocabulary.</p> <p>write narratives with settings, characters and plot.</p> <p>produce non-narrative writing using simple organisational devices such as headings and subheadings.</p> <p>vary sentence length for effect i.e. use long sentences to add description or information and short sentences for emphasis and making key.</p> <p>write in paragraphs organised around a theme.</p> <p>proof-read to check for errors in spelling, grammar and punctuation.</p> <p>can suggest improvements to my own writing and that of others.</p>	<p>The pupil can:</p> <p>discuss and use models of writing, noting their structure, grammatical features and vocabulary.</p> <p>plan a piece of writing including structural and/or grammatical features as well as key vocabulary.</p> <p>compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>write narratives with clear structure, settings, characters and plot.</p> <p>write in paragraphs organised around a theme with increasing accuracy.</p> <p>use simple organisational devices, i.e. headings, subheadings and numbered steps.</p> <p>make simple links between paragraphs.</p> <p>choose pronouns and nouns appropriately within and across sentences to support cohesion and avoid repetition.</p> <p>improve their writing by changing grammar and vocabulary to improve consistency.</p>	<p>The pupil can:</p> <p>plan a piece of writing identifying its audience and purpose, selecting the appropriate form and using other similar writing as a model.</p> <p>organise writing into paragraphs based upon time, place, person and/or topic.</p> <p>use adverbials for time, place, number and/or tense choices to build cohesion within and across paragraphs.</p> <p>start sentences in different ways including conjunctions, pronouns, adjectives and verbs.</p> <p>in narratives, describe settings and characters.</p> <p>in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points).</p> <p>use dialogue to convey character and advance the action.</p> <p>use stylistic devices to create effects in writing, i.e. show not tell, similes, metaphors, alliteration, Persuasive (FAT HORSE), personification.</p> <p>proof read my own work for spelling and punctuation errors and edit to improve effect.</p> <p>use verb tenses consistently and correctly throughout their writing.</p>	<p>The pupil can:</p> <p>write in paragraphs which can clearly signal a change in subject, time, place or event.</p> <p>write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.</p> <p>select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately.</p> <p>use a range of organisational and presentational devices to structure text and to guide the reader, i.e. headings, bullet points, underlining.</p> <p>in narratives describe settings, character and atmosphere well selecting appropriate vocabulary and grammar.</p> <p>integrate dialogue in narratives to convey character and advance the action.</p> <p>using a wide range of devices to build cohesion within and across paragraphs (i.e. conjunctions, adverbials of time and place, pronouns and synonyms, repetition of a word or phrase and ellipsis).</p> <p>ensure the correct and consistent use of tense throughout.</p> <p>ensure subject and verb agreement when using singular and plural.</p> <p>assess the effectiveness of their own and others' writing.</p> <p>propose changes to vocab, grammar, punctuation and spelling to enhance effects and clarify meaning.</p>

Progression in Writing

Year Group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary & Grammar	<p>The pupil can, after discussion with the teacher:</p> <p>combine words to make a sentence which makes sense.</p>	<p>The pupil can, after discussion with the teacher:</p> <p>combine words to make a sentence which makes sense.</p> <p>sequence sentences to form short narratives.</p> <p>use ANY conjunction (may only ever be 'and') to join words and clauses.</p> <p>use and understand the grammatical terminology for year 1 in English appendix 2 in discussing their writing.</p>	<p>The pupil can, after discussion with the teacher:</p> <p>write sentences with different forms: statements, questions, exclamations, commands.</p> <p>use coordinating and subordinating conjunctions to join clauses.</p> <p>use the present tense and past tense correctly.</p> <p>use the progressive forms of verbs in the present and past tense. Eg. He is playing, they were talking.</p> <p>use expanded noun phrases to describe and specify.</p> <p>begin to use adverbs in writing.</p> <p>use new vocabulary drawn from listening to and talking about whole books.</p> <p>use and understand the grammatical terminology for year 2 in English appendix 2 in discussing their writing.</p>	<p>The pupil can:</p> <p>use a range of sentences with more than one clause by using a range of conjunctions including: when, if, because, although.</p> <p>use pronouns for clarity and cohesion and to avoid repetition, i.e. he, she, they.</p> <p>express time, place and cause by using:</p> <ul style="list-style-type: none"> conjunctions – when, before, after, while, because, so, adverbs – then, next, soon, therefore, prepositions – before, after, during, in, because of. <p>use adjectives and adverbs for description.</p> <p>use the present perfect form of verbs instead of the simple past.</p> <p>use and understand the grammatical terminology for year 3 in English appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>The pupil can:</p> <p>use noun phrases which are expanded by adding modifying adjectives, nouns and prepositional phrases.</p> <p>use a range of sentences which have more than one clause.</p> <p>use a wider range of conjunctions in an increasing range of sentence structures.</p> <p>use fronted adverbials.</p> <p>use subordinate clauses and fronted adverbials eg 'Later that day...' which are correctly punctuated independently in writing.</p> <p>use Standard English forms for verb inflections instead of local spoken forms.</p> <p>use and understand the grammatical terminology for year 4 in English appendix 2 accurately and appropriately when discussing their writing and reading.</p>	<p>The pupil can:</p> <p>use relative clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun.</p> <p>use expanded noun phrases to convey complicated information concisely.</p> <p>use modal verbs to indicate a degree of possibility.</p> <p>use passive verbs, i.e. The cake was eaten by the child. The window was broken.</p> <p>use and understand the grammatical terminology for year 5 in English appendix 2 accurately and appropriately when discussing their writing and reading</p>	<p>The pupil can:</p> <p>use both the active and the passive voice to present information with a different emphasis, i.e. The bridge was constructed over several years.</p> <p>use the subjunctive forms in formal writing and speech such as 'If I were'.</p> <p>use the perfect form of verbs to mark relationships of time and cause.</p> <p>Use modal verbs or adverbs to indicate degrees of possibility.</p> <p>use and understand the grammatical terminology for year 6 in English appendix 2 accurately and appropriately when discussing their writing and reading</p>