

Writing Skills Progression

Dearham Primary School

EYFS:

Nursery –

- Write some letters accurately
- 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 of their name

Reception –

- Write recognisable letters, most of which are formed correctly.
- Write simple phrases and sentences that can be read by others.

Year 1:

WORKING AT THE EXPECTED STANDARD

After discussion with the teacher:



I can write simple stories about myself and others (real or fictional).

I can sometimes use my past and present tense correctly.

I can use 'and' to join sentences.

I can sometimes use the following punctuation correctly:

Capital letters

Capital letter for the pronoun 'I'.

Full stops.

Question marks.

Exclamation marks.

I can add 's' or 'es' to pluralise nouns.

e.g. owls, foxes

I can segment spoken words into phonemes and represent these by graphemes and I can sometimes spell these words correctly.

I can spell some of the common exception words.

a, are, ask, be, by, come, do, friend, full, go, has, he, here, his, house, I, is, love, me, my, no, of, once, one, our, pull, push, put, said, says, school, she, so, some, the, there, they, to, today, was, we, were, where, you, your

I can correctly form some of my capital letters and digits.

I can use finger spaces between words.

Year 2:

WORKING AT THE EXPECTED STANDARD

After discussion with the teacher:



I can write simple, clear narratives about myself or others (real or

Year 3:

WORKING AT THE EXPECTED STANDARD

After discussion with the teacher:



I can write for a range of purposes.

I can organise my writing into paragraphs sometimes correctly.

I can describe settings and characters using expanded noun phrases.

I can build cohesion within and across paragraphs using the following:

Co-ordinating conjunctions.

e.g. but, or, and, so

Subordinating conjunctions.

e.g. although, after, as, when, if, that, even though, because, until, unless, since

Adverbials.

e.g. include when and where the verb happened.

As the clock struck midnight, the shadow moved across the graveyard.

Pronouns to avoid repetition.

e.g. Jon kicked the ball. Jon scored. Jon kicked the ball and he scored.

I can use tenses correctly and consistently.

I can use a range of punctuation mostly correctly:

Full stops and capital letters.

Question marks and exclamation marks.

Commas in a list.

Apostrophes for contractions.

Inverted commas.

Apostrophes for possession.

Commas for clauses.

Commas for fronted adverbials.

I can spell some words from the Year 3/4 spelling list:

accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women

I can use a dictionary to check the spelling of uncommon or more ambitious words.

I can write neatly and legibly.

WORKING AT THE EXPECTED STANDARD

After discussion with the teacher:



I can write for a range of purposes.	
I can organise my writing into paragraphs.	
I can describe settings and characters using expanded noun phrases.	
I can use fronted adverbials. <i>e.g. Deep in the jungle, a roar erupted.</i>	
I can build cohesion within and across paragraphs using the following:	Co-ordinating conjunctions. <i>e.g. but, or, and, so</i>
	Subordinating conjunctions. <i>e.g. although, after, as, when, if, that, even though, because, until, unless, since</i>
	Adverbials. <i>e.g. include when and where the verb happened.</i> <i>As the clock struck midnight, the shadow moved across the graveyard.</i>
	Pronouns to avoid repetition. <i>e.g. Jon kicked the ball. Jon scored. Jon kicked the ball and he scored.</i>
I can use a range of punctuation mostly correctly:	Full stops and capital letters.
	Question marks and exclamation marks.
	Commas in a list.
	Apostrophes for contractions.
	Inverted commas.
	Apostrophes for possession.
	Commas for clauses.
	Commas for fronted adverbials.

I can use tenses correctly and consistently.

I can spell most words from the Year 3/4 spelling list:

accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women

I can use a dictionary to check the spelling of uncommon or more ambitious words.

I can write neatly and legibly with joined letters.

WORKING AT THE EXPECTED STANDARD

After discussion with the teacher:



I can write for a range of purposes.

I can organise my writing into paragraphs.

I can describe settings, characters and atmosphere.

You could use a range of descriptive techniques e.g. expanded noun phrases, similes/metaphors, personification and onomatopoeia.

I can use a dictionary to check the spelling of uncommon or more ambitious words.

I can use a range of clause structures and vary their position.

*e.g. **fronted adverbials** – Deep in the jungle, a roar erupted.
relative clauses – Jamie, who was the King's hand, attacked the intruder.*

I can use modal verbs to indicate possibility.

e.g. might, should, will, must, could, would

I can build cohesion within and across paragraphs using the following:

Co-ordinating conjunctions.

e.g. for, and, nor, but, or, yet, so

Subordinating conjunctions.

e.g. although, after, as, when, if, that, even though, because, until, unless, since

Adverbials.

*e.g. include **when** and **where** the verb happened.*

***As the clock struck midnight**, the shadow moved **across the graveyard**.*

Pronouns to avoid repetition.

*e.g. Jon kicked the ball. Jon scored.
Jon kicked the ball and he scored.*

I can use tenses correctly and consistently.

I can use a range of punctuation mostly correctly:	Full stops and capital letters.
	Question marks and exclamation marks.
	Commas in a list.
	Apostrophes for contractions.
	Inverted commas.
	Apostrophes for possession.
	Commas for clauses.
	Commas for fronted adverbials.
	Brackets, dashes and commas (parenthesis).
	Commas for clarity.
<p>I can spell most words from the Year 3/4 spelling list:</p> <p><i>accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women</i></p>	
I can write neatly and legibly with joined letters.	

I can spell some words from the Year 5/6 spelling list:

accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht

WORKING AT THE EXPECTED STANDARD



I can write for a range of purposes, making sure that the language I am choosing shows an understanding of the person reading it.

e.g. writing informally and in the first person in a diary

I can describe settings, characters and atmosphere.

You could use a range of descriptive techniques e.g. expanded noun phrases, similes/metaphors, personification and onomatopoeia.

I can include dialogue to convey character and advance the action.

e.g. include emotions, actions and characters' thoughts in your dialogue.

With a psychotic smirk, the witch whispered: "I have a gift for her, too." She edged towards the crib. The crowd gasped in fear.

I can use the appropriate vocabulary and grammatical structures for my writing.

e.g. writing informally and in the first person in a diary, using contracted forms in dialogue etc.

I can build cohesion within and across paragraphs using the following:

Co-ordinating conjunctions.

e.g. for, and, nor, but, or, yet, so

Subordinating conjunctions.

e.g. although, after, as, when, if, that, even though, because, until, unless, since

Adverbials.

e.g. include when and where the verb happened.

As the clock struck midnight, the shadow moved across the graveyard.

Pronouns to avoid repetition.

e.g. Jon kicked the ball. Jon scored. Jon kicked the ball and he scored.

I can use tenses correctly and consistently.

I can use a range of punctuation mostly correctly:	Inverted commas.
	Apostrophes for possession.
	Commas for fronted adverbials.
	Commas for clauses.
	Commas in a list.
	Brackets, dashes and commas (parenthesis).
	Commas for clarity.
	Hyphens.
	Semi-colons.
	Colons.
I can spell some words from the Year 5/6 spelling list:	
<i>accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (-ped, -ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht</i>	
I can use a dictionary to check the spelling of uncommon or more ambitious words.	
I can write neatly and legibly with joined letters.	

**WORKING AT GREATER DEPTH
WITHIN THE EXPECTED STANDARD**



I can write effectively for different purposes and audiences, selecting the appropriate form.

I can use different grammar structures and vocabulary to control the level of formality in my writing.

e.g. informal writing – use of contracted forms, colloquial language/slang etc.

I can use a full range of punctuation correctly:

Inverted commas.

Apostrophes for possession.

Commas for fronted adverbials.

Brackets, dashes and commas (parenthesis).

Commas for clarity.

Hyphens.

Semi-colons.

Colons.