



Vigo Primary School – Progression in Writing

	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Transcription	<p>Sometimes gives meaning to marks as they draw and paint.</p> <p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Begins to break the flow of speech into words.</p> <p>Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</p> <p>Writes own name and other things such as labels or captions.</p> <p>Attempts to write short sentences in meaningful contexts.</p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds.</p>	<p>Spell words containing each of the 40+ phonemes already taught</p> <p>Spell common exception words that have been taught</p> <p>Name the letters of the alphabet in order</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p> <p>Use –ing and –ed, where no change is needed in the spelling of root words</p> <p>Spell the days of the week</p> <p>Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Begin to spell words using contracted forms</p>	<p>Leave spaces between words</p> <p>Use capital letter for names</p> <p>Use capital letter for the personal pronoun ‘I’</p> <p>Begin to punctuate sentences using a capital letter and a full stop</p> <p>Join words using ‘and’</p> <p>Begin to punctuate sentences using a question mark</p> <p>Join clauses using ‘and’</p> <p>Use a capital letter for days of the week</p> <p>Begin to punctuate sentences using an exclamation mark</p> <p>Use simple noun phrases (adjective + noun)</p>	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Form nouns using prefixes e.g. super, anti, auto Spell further homophones and understand their meanings</p> <p>Explore and accurately use word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble</p> <p>Write from memory</p>	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell further homophones</p> <p>Spell words that are often misspelt (English Appendix 1)</p> <p>Place the possessive apostrophe accurately in words with regular plurals e.g. boys’, girls’ and in words with irregular plurals e.g. children’s</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Plural nouns of words ending in ‘o’.</p> <p>Write from memory simple sentences, dictated by the teacher, that include</p>	<p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus</p> <p>Use further prefixes and suffixes and understand the guidance for adding them e.g. - dis-’, ‘de-’, ‘mis-’, ‘over-’ and ‘re-’</p> <p>Spell some words with ‘silent’ letters</p> <p>Continue to distinguish between homophones and other words which</p>	<p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use a thesaurus</p> <p>Recognise how words are related by meaning as synonyms and antonyms</p> <p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with ‘silent’ letters</p> <p>Continue to distinguish between homophones and other words which</p>



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	<p>They write some irregular common words.</p> <p>They write simple sentences which can be read by themselves and others.</p> <p>Some words are spelt correctly and others are phonetically plausible.</p>	<p>Can use the prefix un–</p> <p>Can add prefixes and suffixes using –er and –est where no change is needed in the spelling of root words</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p>	<p>Can use the following terminology from Appendix 2 to discuss their writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>	<p>simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>words and punctuation taught so far</p>	<p>are often confused</p>	<p>are often confused</p>
Handwriting	<p>Draws lines and circles using gross motor movements.</p> <p>Holds pencil between thumb and two fingers, no longer using whole-hand grasp.</p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Can copy some letters, e.g. letters from their name.</p> <p>Shows a preference for a dominant hand.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to 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’ (i.e. letters that are formed in similar ways) and practise these.</p>	<p>Form lower-case letters of the correct size relative to one another</p> <p>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>Use spacing between words that reflects the size of the letters</p> <p>Use some of the diagonal and horizontal strokes needed to join letters and understand which</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Increase the legibility, consistency and quality of their handwriting</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>Is able to maintain fluency of writing and has sufficient stamina for typical written tasks</p> <p>Can correctly join letters in accordance with the school’s agreed style Increase the legibility, consistency and</p>	<p>Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task</p>	<p>Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Write legibly, fluently and with increasing speed choosing the writing implement that is best suited for a task</p>



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			letters, when adjacent to one another, are best left unjoined		quality of their handwriting		
Composition: composition and effect	<p>Gives meaning to marks they make as they draw, write and paint.</p> <p>Attempts to write short sentences in</p>	<p>Say out loud what they are going to write about</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Use simple word choice that helps to convey information and ideas, e.g. story or topic related vocabulary</p> <p>Select basic ideas and content linked to the purpose of a task</p> <p>Re-read what they have written to check that it makes sense</p> <p>Use simple prepositions</p>	<p>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about</p> <p>When planning, write down ideas and/or key words, including new vocabulary</p> <p>Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</p> <p>Re-read to check that writing makes sense e.g. verb tense</p> <p>Proof-read to check for errors in spelling, grammar and punctuation</p> <p>Selection of relevant content shows an awareness of purpose and an emerging</p>	<p>Writing is clear in purpose</p> <p>Plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>When planning, discuss and record ideas</p> <p>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements In narratives, creates settings, characters and plot</p>	<p>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure vocabulary and grammar</p> <p>Plan their writing by discussing and recording ideas</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements In narratives, creates settings, characters and plot</p> <p>Writing is clear in purpose</p> <p>Use a varied and rich vocabulary</p> <p>Description or detail in both narrative and non-narrative is expanded through an appropriate and</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Identify audience for, and purpose of, the writing</p> <p>Select the appropriate form and use other similar writing as models for their own</p> <p>Select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and</p>	<p>Note and develop initial ideas, drawing on reading and research where necessary</p> <p>Identify the audience for and purpose of the writing</p> <p>Select the appropriate form and use other similar writing as models for their own</p> <p>Evaluate and edit by assessing the effectiveness of their own and others' writing</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>Use adverbs, prepositional phrases and expanded noun phrases effectively for qualification and precision</p> <p>Understand and</p>



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					<p>precise range of vocabulary</p> <p>Viewpoint is consistently maintained (for example, word choice indicates child's viewpoint on a character or an issue)</p> <p>Use figurative language such as similes, alliteration to build a picture in the readers head</p>	<p>clarify meaning</p> <p>Use expanded noun phrases to convey complicated information concisely In narratives, describe settings, characters and atmosphere</p> <p>Choose the appropriate register for the audience and purpose (formal or informal)</p> <p>Viewpoint is established and generally maintained</p> <p>Use figurative language such as similes, alliteration, metaphors and personification in poetry</p> <p>Editing sentences by either expanding or reducing for meaning and effect</p> <p>Content is balanced e.g. between action/ description/ dialogue, fact and comment</p>	<p>apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out/ discover; find out/ request; go in/ enter</p> <p>In narratives, describe settings, characters and atmosphere</p> <p>Integrate dialogue to convey character and advance the action</p> <p>Use figurative language such as similes, alliteration, metaphors and personification in a range of writing</p> <p>Selects verb forms for meaning and effect e.g. deliberate change of tense</p> <p>Manage shifts in levels of formality within a text</p> <p>Select synonyms accurately for effect rather than as an alternative for an original word</p>
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<p>Composition: text structure and organisation</p>	<p>Beginning to use more complex sentences to link thoughts (e.g. using and, because).</p> <p>Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Has an awareness that ideas can be organised into a sequence</p> <p>Sequence sentences to form short narratives Begins to organise ideas/events using simple time related words, numbers, ordering of pictures/captions</p>	<p>Consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence</p> <p>Use brief opening and ending</p> <p>Appropriately sequences ideas</p> <p>Link related sentences through the use of pronouns and adverbials where appropriate</p>	<p>Organise writing into logical chunks and write a coherent series of linked sentences for each</p> <p>Select nouns and pronouns to provide clarity for the reader</p> <p>Use simple organisational devices, e.g. headings and subheadings</p> <p>Organise paragraphs around a theme</p> <p>Vary nouns and pronouns to avoid repetition</p> <p>Uses varied nouns and pronouns for cohesion</p>	<p>Non-narrative material uses simple organisational devices</p> <p>Organise paragraphs around a theme</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Use conjunctions, adverbs and prepositions to express time and cause for cohesion</p> <p>Openings and closings are clearly signalled and well developed</p> <p>Produce internally coherent paragraphs in logical sequence e.g. using topic sentences with main ideas supported by subsequent sentences</p>	<p>Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining</p> <p>Produce internally coherent paragraphs in logical sequence e.g. posing rhetorical questions which are answered in the main paragraph with main ideas elaborated by subsequent sentences</p> <p>Linking ideas across paragraphs using adverbials of time (later), place (nearby) number (secondly)</p> <p>Linking ideas across paragraphs through tense choice (he had seen her before)</p> <p>Use a wide range of devices to build cohesion within paragraphs</p>	<p>Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining, columns, tables</p> <p>Draft and write by using a wide range of devices to build cohesion within paragraphs</p> <p>Link ideas across paragraphs using a wider range of cohesive devices e.g. repetition of a word or phrase, grammatical connections (tense choice/ adverbials) and ellipsis</p>
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<p>Composition: sentence structure</p>	<p>Begins to break the flow of speech into words.</p> <p>Attempts to write short sentences in meaningful contexts.</p>	<p>Compose a sentence orally before writing it</p> <p>Write a simple sentence starting with a personal pronoun</p> <p>Write a simple sentence starting with a noun/proper noun</p> <p>Write a simple sentence with straight forward subject/ verb agreement</p> <p>Write reliably formed simple and compound sentences</p>	<p>Write questions (beginning with who/ what/ when/ where/ how etc)</p> <p>Write statements</p> <p>Write exclamatory sentences starting with 'what' or 'how'.</p> <p>Write commands using the imperative form of a verb</p> <p>Use sentences with different forms: statement, question, exclamation, command</p>	<p>Draft and write an increasing range of sentence structures (simple and compound)</p> <p>Use some variation in sentence types (statement/ command/ question/ exclamation)</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (complex)</p>	<p>Compose and rehearse sentences orally (including dialogue)</p> <p>Use an increasing range of sentence length and structure</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p>	<p>Make deliberate choices of sentence length and structure for impact on the reader</p> <p>Fronted prepositional phrases for greater effect</p> <p>Throughout the stormy winter ... Far beneath the frozen soil ...</p> <p>Choose the appropriate register for the language of speech within writing e.g. colloquial language within dialogue, quotes in reports</p> <p>Use a wide range of clause structures, sometimes varying their position within the sentence</p>	<p>Use a wide range of clause structures, sometimes varying their position within the sentence</p> <p>Use the passive to affect the presentation of information in a sentence e.g. I broke the window in the greenhouse / the window in the greenhouse was broken</p> <p>Use the structures typical of informal speech e.g. the use of question tags: He's your friend, isn't he?</p> <p>Use the structures appropriate for formal speech and writing e.g. subjunctive forms such as If I were or Were they to come</p>
<p>Vocabulary, grammar and punctuation</p>	<p>They write simple sentences which can be read by themselves and others.</p> <p>Some words are spelt correctly and others are</p>	<p>Leave spaces between words</p> <p>Use capital letter for names</p> <p>Use capital letter for the personal pronoun 'I'</p>	<p>Use capital letters, full stops, question marks and exclamation to demarcate sentences</p> <p>Use coordinating conjunctions (or/and/but)</p> <p>Write expanded noun</p>	<p>Use conjunctions to express time, place and cause</p> <p>Use adverbs and prepositions to express time, place and cause</p> <p>Use inverted</p>	<p>Use inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause; end punctuation within inverted commas:</p>	<p>Proof-read for spelling and punctuation errors</p> <p>Use relative clauses beginning with who, which, where, when, whose, that</p> <p>Use commas to</p>	<p>Proof-read for spelling and punctuation errors</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Use relative clauses</p>



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<p>phonetically plausible.</p> <p>Uses vocabulary focused on objects and people that are of particular importance to them.</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p>	<p>Begin to punctuate sentences using a capital letter and a full stop Join words using 'and'</p> <p>Begin to punctuate sentences using a question mark</p> <p>Join clauses using 'and'</p> <p>Use a capital letter for days of the week</p> <p>Begin to punctuate sentences using an exclamation mark</p> <p>Use simple noun phrases (adjective + noun)</p> <p>Can use the following terminology from Appendix 2 to discuss their writing: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p>	<p>phrases to describe and specify</p> <p>Use the present and past tenses correctly and consistently</p> <p>Use -ly to turn adjectives into adverbs – slow/ slowly</p> <p>Use subordinating conjunctions (when/ if /that /because)</p> <p>Use commas to separate items in a list</p> <p>Use apostrophes to mark where letters are missing in spelling</p> <p>Use the suffixes – er, - est, in adjectives Use the progressive form correctly and consistently e.g he was shouting.</p> <p>Use apostrophes to mark singular possession in nouns</p> <p>Form nouns using suffixes –ness, -er and by compounding e.g. whiteboard, superman</p> <p>Use and understand the grammatical terminology in English</p>	<p>commas to punctuate direct speech</p> <p>Know when to use 'a' and 'an'</p> <p>Proof-read for spelling and punctuation errors</p> <p>Use irregular simple past-tense verbs e.g. awake / awoke</p> <p>Use the present perfect form of verbs in contrast to the simple past tense e.g. he has gone out to play, he went out to play</p> <p>Indicate possession by using the possessive apostrophe with plural nouns</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Use fronted adverbials</p>	<p>The conductor shouted, "Sit down!"</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair</p> <p>Understand the difference between plural and possessive –s</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Standard English forms for verb inflections instead of local spoken forms</p> <p>Use fronted adverbials followed by a comma</p> <p>Use the present</p>	<p>clarify meaning or avoid ambiguity in writing</p> <p>Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify'</p> <p>Ensure correct subject and verb agreement when using singular and plural</p> <p>Use brackets, dashes or commas to indicate parenthesis</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>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Use a colon to introduce a list</p> <p>Use semi colons, colons or dashes to</p>	<p>beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun</p> <p>Use correct subject and verb agreement when using singular and plural</p> <p>Use brackets, dashes or commas to indicate parenthesis</p> <p>Use a colon to introduce a list</p> <p>Use a semi colon within lists</p> <p>Use semi colons, colons or dashes to mark boundaries between independent clauses</p> <p>Use hyphens to avoid ambiguity</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>Punctuate bullet</p>
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			Appendix 2 in discussing their writing : noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense, apostrophe, comma	Use commas after fronted adverbials Use and understand the grammatical terminology in English Appendix 2 in discussing their writing : preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted comma	perfect form of verbs in contrast to the past tense Indicate possession by using the possessive apostrophe with plural nouns Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: determiner, pronoun, possessive pronoun, adverbial	mark boundaries between independent clauses Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity	points consistently Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, comma, semi colon, bullet points
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