

WRITING PROGRESSION



Love, Care, Share...
Love learning as friends;
Care for our community as
neighbours;
Share our faith in Jesus as disciples.



St. Ethelbert's RCP

Writing - Year Group Expectations

WRITING STATEMENT OF INTENT

Through our writing curriculum, we strive to develop our children's confidence and skills, so that they can write well for a range of purposes and audiences. There is a clear emphasis on embedding the basics of spelling, grammar, handwriting and punctuation, so that our children have the necessary tools to become confident writers, as well as confident readers and speakers. Our curriculum endeavours to foster the confidence, desire and ability to express views and opinions, both orally and in writing. Our English curriculum values and celebrates diversity in culture and language.

PREVIOUSLY COVERED IN EYFS

Nursery:

Children learn to:

- mark-make through a range of activities, in both the indoor and outdoor environments
- make circles and vertical lines, using a variety of tools and media
- use shapes to represent objects when drawing
- attribute meaning to marks
- draw a figure with a detailed face
- write letters, including those from their own name
- use a tripod grip to hold a pencil
- write their own name, with some support

Reception:

Children learn to:

- Learn models of writing through the Talk4Writing approach
- Make stories with adult support, using the Story-Making approach
- Write their first name from memory
- Write cvc words using a phoneme mat
- Form all letters taught, with increased accuracy across the year
- Understand 'title', 'full stop', 'exclamation mark', 'question mark'

- Hold a sentence and write it with support
- Write correctly a 3 or 4 word dictated phrase or sentence
- Say their own sentence and write it with increasing independence
- Use spaces between words

Year 1 Writing Expectations:

A Year 1 writer:

- Retells a short narrative, sequencing sentences coherently. (5 sentences)
- Leaves spaces between words
- Joins sentences and clauses with 'and' and 'because'
- Is beginning to punctuate their writing with capital letters, full stops, question marks and exclamation marks
- Uses a capital letter for names, places, days of the week and the personal pronoun 'I'
- Spells words using the phonemes they have been taught
- Spells Y1 common exception words
- Uses the prefix 'un'
- Adds 'ing', 'ed', 'er' and 'est' to root words (modification not required)
- Adds 's' or 'es' as a plural marker or to 3rd person verbs
- Sits correctly at a table and holds a pencil correctly
- Forms lower case letters correctly from memory, starting and finishing in the correct place
- Forms upper case letters
- Forms digits 0-9 correctly

Year 2

Year 2 Writing Expectations:

A Year 2 writer:

- Write simple, coherent narratives about personal experiences and those of others (real or fictional)
- Write about real events, recording these simply and clearly
- Demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- Uses expanded noun phrases and adverbs
- Use present and past tense mostly correctly and consistently
- Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- Spell many common exception words
- Uses suffixes 'ment', 'ful', 'ness', 'less' and 'ly'
- Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- Use spacing between words that reflects the size of the letters

Year 3

Year 3 Writing Expectations:

A Year 3 writer:

- Organises paragraphs around a theme
- Uses a rich and varied vocabulary
- Creates settings, characters and plots in narratives
- Uses headings, sub headings and labels in non-narratives
- Extends the range of sentences with more than one clause by using a wider range of conjunctions and subordinate clauses
- Uses adjectives, adverbs, prepositions (including phrases) to express time and cause
- Uses the present perfect form of verbs
- Uses full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes (contraction and possession)
- Uses and punctuates direct speech with inverted commas
- Uses prefixes and suffixes as indicated in English Appendix
- Spells further homophones as indicated in English Appendix
- Spells words that are often misspelt
- Uses some of the diagonal and horizontal strokes needed to join letters and understand which letters are best left unjoined

Year 4

Year 4 Writing Expectations:

A Year 4 writer:

- Uses paragraphs to organise writing in fiction and non-fiction texts
- Extends the range of sentences with more than one clause by using a wider range of conjunctions and subordinate clauses
- Uses headings, sub headings and labels in non-narratives
- Creates complex sentences using an adverb starter
- Creates sentences using fronted adverbials for when and where
- Links ideas across paragraphs using fronted adverbials
- Develop settings and characterisation using vocabulary to create for emphasis, atmosphere, suspense, humour
- Uses different sentence structures within a piece of writing
- Uses adjectives, adverbs, prepositions (including phrases) to express time and cause
- Uses the present perfect form of verbs
- Use nouns for precision
- Uses full stops, capital letters, exclamation marks, question marks, commas for lists, apostrophes (contraction and possession), commas after fronted adverbials and commas after subordinate clauses.
- Use inverted commas and other punctuation to indicate direct speech
- Uses prefixes and suffixes as indicated in English Appendix
- Spells further homophones as indicated in English Appendix

- Spells words that are often misspelt
- Uses joined handwriting that is neat and legible

Year 5

Year 5 Writing Expectations:

A Year 5 writer:

- Selects appropriate grammar and vocabulary
- Describes settings, characters and atmosphere and integrates dialogue to convey characters and and advance the action in narratives
- Uses adverbials, pronouns and prepositional phrases to build cohesion within and across paragraphs
- Uses headings, subheadings, labels and bullet points and underlining to structure non-fiction texts
- Extends the range of sentences with more than one clause by using a wider range of conjunctions and subordinate clauses
- Uses the present perfect form of verbs
- Uses fronted adverbials
- Uses modal verbs or adverbs to indicate degrees of possibility
- Uses full stops, capital letters, exclamation marks, question marks, commas for lists, apostrophes (contraction and possession), commas after fronted adverbials and commas after subordinate clauses.
- Uses and punctuates direct speech
- Uses commas to clarify meaning or avoid ambiguity in writing
- Uses brackets, dashes or commas to indicate parenthesis
- Uses prefixes and suffixes as indicated in English Appendix
- Spells words with silent letters
- Continues to distinguish between homophones and other words that are often confused
- Understands that the spelling of some words needs to be learnt specifically as indicated in the English appendix
- Uses joined handwriting that is neat and legible
- Writes with increasing speed

Year 6

Year 6 Writing Expectations:

A Year 6 writer:

- As Year 5 and:
- writes effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)
- in narratives, describes settings, characters and atmosphere
- integrates dialogue in narratives to convey character and advance the action
- selects vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)
- uses a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs

- uses verb tenses consistently and correctly throughout their writing
- uses the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)
- spells correctly most words from the year 5 / year 6 spelling list, and uses a dictionary to check the spelling of uncommon or more ambitious vocabulary
- maintains legibility in joined handwriting when writing at speed