



## St Marie's Progression of skills for Writing- Key Stage 1 & 2

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Composition</b>	<p>Join sentences together to make short stories and non-fiction texts.</p> <p>Use some features of different text types.</p> <p><b>Greater Depth</b> Write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose.</p> <p>Use a number of features of different text types and make appropriate topic/ subject matter vocabulary choices.</p>	<p>Write simple, coherent narratives about personal experiences and those of others (real or fictional).</p> <p>Write about real events, recording these simply and clearly.</p> <p><b>Greater Depth</b> Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing.</p>	<p>Begin to use ideas from own reading and modelled examples to plan writing.</p> <p>Demonstrate an increasing understanding of purpose and audience.</p> <p>Begin to use the structure of a wider range of text types.</p> <p>Proof-read own work to check for errors with increasing accuracy, and make improvements.</p> <p>Make interesting word choices to add detail.</p> <p>Begin to create settings, characters and plot in narratives.</p> <p><b>Greater Depth</b> Plan and write with an understanding of purpose and audience.</p> <p>Use the structure of several text types.</p> <p>Make deliberate ambitious word choices to add detail, effect and to engage the reader.</p>	<p>Write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>Write narratives with a clear beginning, middle and end with a coherent plot.</p> <p>Proofread confidently and amend their own and others' writing.</p> <p>Create more detailed settings, characters and plot in narratives to engage the reader.</p> <p><b>Greater Depth</b> To write a range of narratives that are well-structured and well-paced.</p> <p>To write a range of non-fiction texts that are well-structured with appropriate layout devices.</p> <p>To create detailed settings, characters and plot in narratives to engage the reader and add atmosphere.</p>	<p>Write for a range of purpose and audiences, confidently structuring and organising a text depending on audience and purpose.</p> <p>Describe settings, characters and atmosphere to engage the reader.</p> <p>Use dialogue to convey a character and advance the action with increasing confidence.</p> <p>Select and use organisational and presentational devices relevant to the text type.</p> <p>Use interesting vocabulary to write effective descriptions.</p> <p><b>Greater Depth</b> Consistently produce sustained and accurate writing from different genres using appropriate structure, organisation and layout devices.</p> <p>Use ambitious vocabulary accurately and precisely.</p>	<p>Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader.</p> <p>Create atmosphere, and integrate dialogue to convey character and advance the action.</p> <p><b>Greater Depth</b> Write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing, e.g. literary language, characterisation, structure.</p> <p>Distinguish between the language of speech and writing and choose the appropriate register.</p>



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Grammar						
	<p>Say my sentence out loud before I write it.</p> <p>Read my sentence and check that it makes sense.</p> <p>Write the correct spellings in simple sentences I hear my teacher say in a dictated sentence.</p> <p>Use joining words: <b>and.</b></p> <p>Use adjectives to describe.</p> <p><b>Greater Depth</b> Use simple noun phrases in my writing.</p> <p>Use <b>and, but</b> and <b>because</b> to connect ideas in my writing.</p> <p>Use adjectives to describe (sometimes ambitious beyond the year group).</p>	<p>Use sentences with different forms in my writing statements, questions, exclamations commands.</p> <p>Use present and past tense mostly correctly and consistently.</p> <p>Use co-ordination conjunctions: <u>or, and, but.</u></p> <p>Use some expanded noun phrases to describe and specify.</p> <p><b>Greater Depth</b> Use expanded noun phrases in writing.</p> <p>Use connecting words to join ideas in writing, e.g. <b>and, but, so, when, if, as, because, before.</b></p>	<p>Accurately write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know.</p> <p>Understand when to use 'a' or 'an' in front of a word.</p> <p>Use the present perfect form of verbs e.g. He has gone out to play contrasted with He went out to play.</p> <p>Write about time, place and cause using these words: when, while, so, because, then, next, soon, therefore, before, after, during, in, because of.</p> <p>Begin to use paragraphs as a way to group related material.</p> <p>Use expanded noun phrases ( the big, scruffy dog with shaggy hair).</p> <p>Use adverbs and prepositions.</p> <p><b>Greater Depth</b> Use expanded noun phrases in my writing accurately and precisely.</p> <p>Use a wide range of conjunctions accurately and consistently.</p>	<p>Accurately write from memory simple sentences, dictated by the teacher, that include words and punctuation I already know.</p> <p>Use the correct form of the verb inflection e.g. we were instead of we was.</p> <p>Use a mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated.</p> <p>Use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases e.g. ....in an isolated cottage at the top of the hill.</p> <p>Use an adverb phrase at the start of a sentence e.g. Later that day, I heard the bad news.</p> <p>Use paragraphs to organise ideas around a theme.</p> <p><b>Greater Depth</b> Use a wide range of connecting devices, including fronted adverbials, accurately and consistently.</p>	<p>Indicate degrees of possibility using adverbs or modal verbs e.g. might, could, should, shall, will, must.</p> <p>Use devices to build cohesion within a paragraph. Link ideas across paragraphs with adverbials for time, place and blend action, dialogue and description.</p> <p>Use direct and reported speech accurately.</p> <p><b>Greater Depth</b> Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</p>	<p>Select vocabulary and grammatical structures that reflect the level of formality required mostly correctly.</p> <p>Use a range of cohesive devices, including adverbials, within and across sentences and paragraphs.</p> <p>Use passive and modal verbs mostly appropriately.</p> <p>Use a wide range of clause structures, sometimes varying their position within the sentence.</p> <p>Use adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision.</p> <p>Use direct and reported speech.</p> <p><b>Greater Depth</b> Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this.</p>



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<p><b>Punctuation</b></p>	<p>Use capital letters and full stops.</p> <p>Begin to correctly punctuate sentences using capital letters, full stops question marks and exclamation marks</p> <p>Use capital letters for names, places, the days of the week and the word 'I'.</p> <p><b>Greater Depth</b> Use a wider range of punctuation accurately and consistently: capital letters, full stops, question marks, exclamation marks, commas in a list.</p>	<p>Demarcate most sentences with capital letters and full stops and with some use of question marks and exclamation marks.</p> <p>Use commas when I am writing a list.</p> <p><b>Greater Depth</b> Use a wider range of punctuation accurately and consistently: capital letters, full stops, question marks, exclamation marks, commas in a list, inverted commas and apostrophes for omission.</p>	<p>Use a wide range of punctuation accurately and consistently question marks exclamations marks commas in a list.</p> <p>Use speech marks correctly.</p> <p>Use the apostrophe for omission and possession.</p> <p><b>Greater Depth</b> Use a wider range of punctuation accurately and consistently including: all the conventions of direct speech and apostrophes for omission and contraction.</p>	<p>Use inverted commas and other punctuation to indicate direct speech.</p> <p>Use apostrophes to mark plural possession e.g. the girl's name, the girls' names and irregular plurals.</p> <p><b>Greater Depth</b> Use a wider range of punctuation accurately and consistently including: commas to separate clauses; all the conventions of direct speech and apostrophes for omission and contraction.</p>	<p>Use commas to make writing clear to the reader.</p> <p><b>Greater Depth</b> Use a wider range of punctuation accurately and consistently including: apostrophes for omission and contraction; brackets; dashes; semi colons in a list and colons to start a list.</p>	<p>Use a wide range of punctuation accurately and consistently (question marks, exclamation marks, apostrophes, comas, ellipsis, brackets ).</p> <p>Use inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly.</p> <p>Make some correct use of: semi-colons dashes colons hyphens.</p> <p><b>Greater depth</b> Use the full range of punctuation taught at key stage 2, including colons and semi-colons to mark the boundary between independent clauses, mostly correctly.</p>
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## St Marie's Progression of skills for Writing- Key Stage 1 & 2

<b>Spelling</b>	<p>Spell words containing each of the 40+ phonemes taught.</p> <p>Write the correct spellings in simple sentences I hear my teacher say in a dictated sentence.</p> <p>Use regular plural noun suffixes -s or -es, to make them plurals e.g. dog, dogs; wish, wishes.</p> <p>Use suffixes that can be added to verbs (with no change in spelling): Add -ing and -er to the end of a word to make a new word e.g. helping, helper.</p> <p><b>Greater Depth</b> Spell some common exception words.</p>	<p>Add suffixes to spell some words correctly in my writing, e.g. -ment, -ness, -ful, -less, -ly.</p> <p>Segment spoken words into phonemes and representing these by graphemes, spelling many correctly</p> <p>Spell many common exception words.</p> <p>Spell some words with contracted forms.</p> <p><b>Greater Depth</b> Spell most common exception words.</p>	<p>Spell homophones - words which sound the same but have different meanings <b>such as</b> brake/break, grate/great, groan/grown, here/hear,.</p> <p>Spell many words with prefixes correctly, e.g. irrelevant, <b>autograph</b>, incorrect, <b>disobey</b>, <b>superstar</b>, <b>antisocial</b>.</p> <p>Spell many words with suffixes correctly, e.g. usually, poisonous, <b>adoration</b>.</p> <p>Spell some of the Year 3 and 4 words correctly.</p> <p><b>Greater Depth</b> Spell many of the Year 3 and 4 words correctly.</p> <p>Spell most words with prefixes correctly.</p> <p>Spell most words with suffixes correctly.</p>	<p>Spell homophones - words which sound the same but have different meanings <b>such as</b> accept/except, affect/effect, ball/bawl, berry/bury, knot/not.</p> <p>Spell all words with prefixes correctly, e.g. irrelevant, <b>autograph</b>, incorrect, <b>disobey</b>, <b>superstar</b>, <b>antisocial</b>.</p> <p>Spell all words with suffixes correctly, e.g. usually, poisonous, <b>adoration</b>.</p> <p>Spell all of the Year 3 and 4 words correctly.</p> <p><b>Greater Depth</b> Apply all the spelling rules of Y3/4 words into their writing.</p>	<p>Accurately spell homophones.</p> <p>Spell many verb prefixes correctly, e.g. <b>deactivate</b>, <b>overturn</b> etc.</p> <p>Convert nouns or adjectives into verbs using suffixes, e.g. <b>classify</b>, <b>criticise</b> etc.</p> <p>Spell many Year 5 and Year 6 words correctly.</p> <p><b>Greater Depth</b> Spell most Year 5 and 6 words correctly.</p>	<p>Spell most Year 5 and 6 words correctly.</p>
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## St Marie's Progression of skills for Writing- Key Stage 1 & 2

<b>Handwriting</b>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Write lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Use spaces between words.</p> <p><b><u>Greater Depth</u></b> Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</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><b><u>Greater Depth</u></b> Use the diagonal and horizontal strokes needed to join letters in some of writing.</p>	<p>Use more of the diagonal and horizontal strokes I need to join letters.</p> <p>Writing is spaced properly, so that letters don't overlap and are the same size.</p> <p><b><u>Greater Depth</u></b> Write in a joined and fluent way with accurate letter sizing.</p>	<p>Write in a joined and fluent way with accurate letter sizing.</p> <p><b><u>Greater Depth</u></b> Write increasingly legibly, fluently, and with increasing speed.</p>	<p>Write increasingly legibly, fluently, and with increasing speed.</p> <p><b><u>Greater Depth</u></b> Maintain legibility, fluency and speed in handwriting.</p>	<p>Maintain legibility, fluency and speed in handwriting.</p>
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