



Hunton
C of E Primary School

Life in all its fullness - John 10:10

Progression of Skills in Writing

Writing Composition: Planning, Drafting, Revising, Editing & Sharing

Devas	Bannerman		Porteous		Borton	
40-60 months	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Orally...</p> <ul style="list-style-type: none"> I learn new vocabulary. I can articulate my ideas and thoughts in well-formed sentences. I can describe events in some detail. I can use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. I can listen to and talk about stories to build familiarity and understanding I can retell the story, once I have developed a deep familiarity with the text; some as exact repetition and some in their own words. I can use new vocabulary in different contexts. I can write short sentences with words with known letter-sound correspondences using a capital letter and a full stop. I can re-read what I have written to check it 	<p>I can say out loud what I am going to write about.</p> <p>I can compose a sentence orally before writing it.</p> <p>I can sequence sentences to form short narratives.</p> <p>I can discuss what they have written with the teacher or other pupils.</p> <p>I can re-read my writing to check that it makes sense and to independently begin to make changes.</p> <p>I can read my writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>I can use adjectives to</p>	<p>I can write narratives about personal experiences and those of others (real and fictional).</p> <p>I can write about real events.</p> <p>I can write simple poetry.</p> <p>I can plan what I am going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>I can encapsulate what they want to say, sentence by sentence.</p> <p>I can make simple additions, revisions and corrections to their own writing by evaluating and revising my writing with the teacher and other pupils.</p>	<p>I can begin to use ideas from my own reading and modelled examples to plan my writing.</p> <p>I can proofread my own and others' work to check for errors (with increasing accuracy) and to make improvements.</p> <p>I can begin to organise their writing into paragraphs around a theme.</p> <p>I can compose and rehearse sentences orally (including dialogue).</p>	<p>I can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>I can consistently organise my writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>I can proof read consistently and amend my own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>	<p>I can plan my writing by identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p> <p>I can consider, when planning narratives, how authors have developed characters and settings in what pupils have read, listened to or seen performed.</p> <p>I can proof read work to precise longer passages by removing unnecessary repetition or irrelevant details.</p> <p>I can consistently link ideas across paragraphs.</p> <p>I can proof read work</p>	<p>I can note down and develop initial ideas, drawing on reading and research where necessary.</p> <p>I can use further organisational and presentational devices to structure text and to guide the reader (e.g. headings, bullet points, underlining).</p> <p>I can use a wide range of devices to build cohesion within and across paragraphs.</p> <p>I can habitually proof read for spelling and punctuation errors.</p> <p>I can propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.</p> <p>I can recognise how</p>



Hunton
C of E Primary School

Life in all its fullness - John 10:10

Progression of Skills in Writing

<p>makes sense.</p> <ul style="list-style-type: none"> I can develop storylines in role play. <p>ELG</p> <p>I can write simple phrases and sentences that can be read by others.</p> <p>I can invent, adapt and recount narratives and stories with peers and teachers.</p>	<p>describe.</p> <p>I can re-read to check that my writing makes sense and that the correct tense is used throughout.</p> <p>I can proof read to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p>				<p>to assess the effectiveness of their own and others' writing and to make necessary corrections and improvements.</p> <p>words are related by meaning as synonyms and antonyms and to use this knowledge to make improvements to their writing.</p>
---	---	--	--	--	---

Writing Composition: Audience, Purpose and Structure

Devas	Bannerman	Porteous	Borton
<p>40-60 months</p> <p>Orally...</p> <p>I can learn new vocabulary.</p> <p>I can use new vocabulary throughout the day.</p> <p>I can describe events in some detail.</p> <p>I can use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen.</p> <p>I can develop social phrases.</p> <p>I can use new vocabulary in different contexts.</p> <p>ELG</p> <p>I can participate in small group, class and one-to-one discussion, offering their own ideas, using recently introduced vocabulary.</p> <p>I can offer explanations for why things might</p>	<p>I can use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>I can start to engage readers by using adjectives to describe.</p> <p>I can write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>I can use new vocabulary from my reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p> <p>I can read aloud what I have written with appropriate</p>	<p>I can demonstrate an increasing understanding of purpose and audience by discussing writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>I can begin to use the structure of a wide range of text types (including the use of simple layout devices in non-fiction).</p> <p>I can write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>I can write a range of narratives that are well-structured and well-paced.</p> <p>I can create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</p>	<p>I can consistently produce sustained and accurate writing from different narrative and non-fiction genres with appropriate structure, organisation and layout devices for a range of audiences and purposes.</p> <p>I can describe settings, characters and atmosphere with carefully-chosen vocabulary to</p> <p>I can 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 (including literary language, characterisation, structure, etc.).</p> <p>I can distinguish between the language of speech and writing and to choose the</p>



Hunton

C of E Primary School

Life in all its fullness - John 10:10

Progression of Skills in Writing

<p>happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>I can express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>		<p>intonation to make the meaning clear.</p> <p>I can make deliberate ambitious word choices to add detail.</p> <p>I can begin to create settings, characters and plot in narratives.</p>	<p>I can begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p>	<p>enhance mood, clarify meaning and create pace.</p> <p>I can regularly use dialogue to convey a character and to advance the action.</p> <p>I can perform my own compositions confidently using appropriate intonation, volume and movement so that meaning is clear.</p>	<p>appropriate level of formality.</p> <p>I can select vocabulary and grammatical structures that reflect what the writing requires (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).</p>
---	--	---	--	---	---

Sentence Construction and Tense

Devas	Bannerman		Porteous		Borton	
40-60 Months Orally... I can use new vocabulary throughout the day. I can articulate my ideas and thoughts in well-formed sentences. I can connect one idea or action to another using a range of connectives. <u>ELG</u> I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	I can use simple sentence structures.	I can use the present tense and the past tense mostly correctly and consistently. I can form sentences with different forms: statement, question, exclamation, command. I can use some features of written Standard English.	I can try to maintain the correct tense (including the present perfect tense) throughout a piece of writing with accurate subject/verb agreement. I can use ‘a’ or ‘an’ correctly throughout a piece of writing.	I can always maintain an accurate tense throughout a piece of writing. I can always use Standard English verb inflections accurately, e.g. ‘we were’ rather than ‘we was’ and ‘I did’ rather than ‘I done’.	I can use a range of adverbs and modal verbs to indicate degrees of possibility, e.g. surely, perhaps, should, might, etc. I can ensure the consistent and correct use of tense throughout all pieces of writing.	I can ensure the consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural.



Hunton
C of E Primary School
Life in all its fullness - John 10:10

Progression of Skills in Writing

<p>I can express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p>						
Use of Phrases and Clauses						
Devas	Bannerman		Porteous		Borton	
<p>40-60 Months</p> <p>I can articulate their ideas and thoughts in well-formed sentences.</p> <p>I can connect one idea or action to another using a range of connectives.</p> <p>ELG</p> <p>I can express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions with modelling and support from the teacher.</p>	<p>I can use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>I can begin to form simple compound sentences.</p>		<p>I can use co-ordination (or/and/but).</p> <p>I can use some subordination (when/if/that/because).</p> <p>I can use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p>		<p>I can use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, and although.</p> <p>I can use a range of conjunctions, adverbs and prepositions to show time, place and cause.</p>	
					<p>I can use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</p> <p>I can expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit.</p> <p>I can consistently choose nouns or pronouns</p>	
					<p>I can use a wide range of linking words/phrases between sentences and paragraphs to build cohesion, including time adverbials (e.g. later), place adverbials (e.g. nearby) and number (e.g. secondly).</p> <p>I can use relative clauses beginning with a relative pronoun with confidence (who, which, where, when, whose, that and omitted relative pronouns), e.g. Professor Scruffle,</p>	



Hunton
C of E Primary School
Life in all its fullness - John 10:10

Progression of Skills in Writing

				appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	who was a famous inventor, had made a new discovery.	
Punctuation						
Devas	Bannerman		Porteous		Borton	
<p>I can begin to use finger spaces.</p> <p>I am beginning to use full stops and capital letters</p>	<p>I can use capital letters for names, places, the days of the week and the personal pronoun 'I'.</p> <p>I can use finger spaces.</p> <p>I can use full stops to end sentences.</p> <p>I can begin to use question marks and exclamation marks.</p>	<p>I can use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <p>capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions.</p>	<p>I can use the full range of punctuation from previous year groups.</p> <p>I can punctuate direct speech accurately, including the use of inverted commas.</p>	<p>I can use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas.</p> <p>I can consistently use apostrophes for singular and plural possession.</p>	<p>I can use commas consistently to clarify meaning or to avoid ambiguity.</p> <p>I can use brackets, dashes or commas to indicate parenthesis.</p>	<p>I can use the full range of punctuation taught at key stage 2 correctly, including consistent and accurate use of semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.</p>
Grammar and Writing Terminology						
Devas	Bannerman		Porteous		Borton	
<p>I can recognise and use these terms in phonics and writing opportunities:</p> <ul style="list-style-type: none"> Grapheme Phoneme Digraph 	<p>I can recognise and use the terms:</p> <ul style="list-style-type: none"> Letter (grapheme) capital letter, word, singular, 	<p>I can recognise and use the terms:</p> <ul style="list-style-type: none"> noun, noun phrase, statement, question, exclamation, 	<p>I can recognise and use the terms:</p> <ul style="list-style-type: none"> preposition, conjunction, word family, prefix, clause, 	<p>I can recognise and use the terms:</p> <ul style="list-style-type: none"> determiner, pronoun, possessive pronoun adverbial. 	<p>I can recognise and use the terms:</p> <ul style="list-style-type: none"> modal verb, relative pronoun, relative clause, parenthesis, bracket, 	<p>I can recognise and use the terms:</p> <ul style="list-style-type: none"> subject, object, active, passive, synonym,



Hunton

C of E Primary School

Life in all its fullness - John 10:10

Progression of Skills in Writing

<ul style="list-style-type: none"> • Trigraph • Segment • Blend 	<ul style="list-style-type: none"> • plural, • sentence, • punctuation, • full stop, • question mark • exclamation mark. 	<ul style="list-style-type: none"> • command • compound • suffix, • adjective, • adverb, • verb, • present tense, • past tense, • apostrophe • comma. 	<ul style="list-style-type: none"> • subordinate clause, direct speech, consonant, • consonant letter, vowel, • vowel letter • inverted commas (or speech marks). 		<ul style="list-style-type: none"> • dash, • cohesion • ambiguity. 	<ul style="list-style-type: none"> • antonym, • ellipsis, • hyphen, • colon, • semi-colon • bullet points.
--	--	---	---	--	---	--