



Progression within writing at West Rainton Primary School

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonic and whole word spelling	<p>I can:</p> <ul style="list-style-type: none"> *write words containing each of the 40+ phonemes taught *write common exception words *write the days of the week *name the letters of the alphabet in order *use letter names to distinguish between alternative spellings of the same sound 	<p>I can:</p> <ul style="list-style-type: none"> *segment spoken words into phonemes and representing these by graphemes, spelling many correctly *learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones *learn to spell common exception words distinguishing between homophones and near-homophones 	<p>I can:</p> <ul style="list-style-type: none"> *spell further homophones with increasing confidence *spell words that are often misspelt (Appendix 1) 	<p>I can:</p> <ul style="list-style-type: none"> *spell further homophones *spell words that are often misspelt (Appendix 1) 	<p>I can:</p> <ul style="list-style-type: none"> *spell some words with 'silent' letters *continue to distinguish between homophones and other words which are often confused *use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1 	<p>I can:</p> <ul style="list-style-type: none"> *spell some words with 'silent' letters *continue to distinguish between homophones and other words which are often confused *use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in Appendix 1
Other spelling (word building)	<p>I can:</p> <ul style="list-style-type: none"> *use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs use the prefix un– *use –ing, –ed, –er and –est where no change is needed in the spelling of root words *apply simple spelling rules and guidance from Appendix 1 	<p>I can:</p> <ul style="list-style-type: none"> *use the possessive apostrophe (singular) spell more words with contracted forms *add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly *apply spelling rules and guidelines from Appendix 1 	<p>I can:</p> <ul style="list-style-type: none"> *use further prefixes and suffixes and understand how to add them place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals 	<p>I can:</p> <ul style="list-style-type: none"> *use further prefixes and suffixes and understand how to add them *place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals *use the first 2 or 3 letters of a word to 	<p>I can:</p> <ul style="list-style-type: none"> *use further prefixes and suffixes and understand the guidance for adding them *use dictionaries to check the spelling and meaning of words *use the first 3 or 4 letters of a word to check spelling, meaning 	<p>I can:</p> <ul style="list-style-type: none"> *use further prefixes and suffixes and understand the guidance for adding them *use dictionaries to check the spelling and meaning of words *use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary

			*use the first 2 or 3 letters of a word to check its spelling in a dictionary	check its spelling in a dictionary	or both of these in a dictionary	
Transcription	I can: *write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	I can: *write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	I can: *write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.	I can: *write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.		
Handwriting	I can: *sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 *understand which letters belong to which handwriting 'families' and to practise these	I can: *form lower-case letters of the correct size relative to one another *start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined *write 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	I can: *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 *increase the legibility, consistency and quality of my handwriting	I can: *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 *increase the legibility, consistency and quality of my handwriting	I can: *choose which shape of a letter to use when given choices and decide whether or not to join specific letters *choose the writing implement that is best suited for a task	
Contexts for writing	I can: *write simple sentences around the theme or topic that I have been given.	I can: *write narratives about personal experiences and those of others (real and fictional) *write about real events *write simple poetry *write for different purposes	I can: *discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar	I can: *discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar *compare my writing to that of a known author	I can: *identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own *in writing narratives, considering how authors have developed characters and settings in what I have read, listened to or seen performed	

Planning writing	I can: *say out loud what I am going to write about *compose a sentence orally before writing it	I can: *plan or say out loud what I am going to write about	I can: *discuss and record ideas *compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	I can: *discuss and record ideas *compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	I can: *note and develop initial ideas, drawing on reading and research where necessary
Drafting writing	I can: *sequence sentences to form short narratives *re-read what I have written to check that it makes sense	I can: *write down ideas and/or key words, including new vocabulary *encapsulate what I want to say, sentence by sentence	I can: *organise paragraphs around a theme *in narratives, create settings, characters and plot in non-narrative material, use simple organisational devices (headings & subheadings)		I can: *select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning *in narratives, describe settings, characters and atmosphere and integrate dialogue to convey character and advance the action *precision longer passages *use a wide range of devices to build cohesion within and across paragraphs *use further organisational and presentational devices to structure text and to guide the reader
Editing writing	I can: *discuss what I have written with the teacher or other pupils	I can: *evaluate my writing with the teacher and other pupils *reread to check that my writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form proofread to check for errors in spelling, grammar and punctuation	I can: *assess the effectiveness of my own and others' writing and suggesting improvements *propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences *proofread for spelling and punctuation errors		I can: *assess the effectiveness of my own and others' writing *propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning ensure the consistent and correct use of tense throughout a piece of writing *ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choose the appropriate register *proofread for spelling and punctuation errors
Vocabulary	I can: *leave spaces between words	I can:	I can: *extend the range of sentences with more	I can: *extend the range of sentences with more	I can: *use a thesaurus

	<p>join words and join clauses using "and"</p>	<p>*use expanded noun phrases to describe and specify</p>	<p>than one clause by using a wider range of conjunctions, including when, if, because, although *choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition *use conjunctions, adverbs and prepositions to express time and cause (and place) *use a range of sentence starters including fronted adverbials</p>	<p>than one clause by using a wider range of conjunctions, including when, if, because, although, and a range of other conjunctions at a higher level *choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition *use a range of sentence starters, including fronted adverbials, including a comma after them to separate clauses</p>	<p>*use expanded noun phrases to convey complicated information concisely *use modal verbs or adverbs to indicate degrees of possibility</p>	
<p>Grammar</p>	<p>I can: *use regular plural noun suffixes (-s, -es) use verb suffixes where root word is unchanged (-ing, -ed, -er) *use un- prefix to change meaning of adjectives/adverbs *combine words to make sentences, including using and sequence sentences to form short narratives *separate words with spaces *demarcate sentences with (. ! ?) *use capital letters for names and pronoun 'I')</p>	<p>I can: *use sentences with different forms: statement, question, exclamation, command *use the present and past tenses correctly and consistently including the progressive form *use subordination (using when, if, that, or because) and coordination (using or, and, or but) *include some features of written Standard English use suffixes to form new words (-ful, -er, -ness) *demarcate sentences *use commas in lists apostrophes for omission & singular possession</p>	<p>I can: *use the present perfect form of verbs in contrast to the past tense *form nouns using prefixes (super-, anti-) use the correct form of 'a' or 'an' *use word families based on common words (solve, solution, dissolve, insoluble)</p>	<p>I can: *use fronted adverbials identify the difference between plural and possessive -s *use and recognise Standard English verb inflections (I did vs I done) *extend noun phrases, including with prepositions *opt for appropriate choice of pronoun or noun to create cohesion</p>	<p>I can: *use the perfect form of verbs to mark relationships of time and cause *use relative clauses beginning with who, which, where, when, whose, that or with an implied (ie omitted) *relative pronoun *convert nouns or adjectives into verbs *use verb prefixes *use devices to build cohesion, including adverbials of time, place and number</p>	<p>I can: *recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms *use passive verbs to affect the presentation of information in a sentence *use the perfect form of verbs to mark relationships of time and cause *identify differences in informal and formal language *identify synonyms & antonyms *use further cohesive devices such as *grammatical connections and adverbials use of ellipsis</p>

<p>Punctuation</p>	<p>I can: *begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark *use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>I can: *learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p>	<p>I can: *use and punctuate direct speech (i.e. Inverted commas)</p>	<p>I can: *use commas after fronted adverbials indicate possession by using the possessive apostrophe with singular and plural nouns *use and punctuate direct speech (including punctuation within and surrounding inverted commas)</p>	<p>I can: *use commas to clarify meaning or avoid ambiguity in writing *use brackets, dashes or commas to indicate parenthesis</p>	<p>I can: *use hyphens to avoid ambiguity *use semicolons, colons or dashes to mark boundaries between independent clauses *use a colon to introduce a list punctuating bullet points consistently</p>
<p>Grammatical terminology</p>	<p>I can use: letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark</p>	<p>I can use: noun, noun phrase, statement, question, exclamation, command, compound, adjective, verb, suffix, adverb tense (past, present), apostrophe, comma</p>	<p>I can use: adverb, preposition conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas (or 'speech marks')</p>	<p>I can use: determiner, pronoun, possessive pronoun, adverbial</p>	<p>I can use: modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity</p>	<p>I can use: subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points</p>



The wider impact of writing on the learner

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Engagement and experiences	<ul style="list-style-type: none"> I can tell someone about something that I enjoyed writing about. 	<ul style="list-style-type: none"> I can talk about writing that I enjoyed and discuss what I like about it. I can take part in reading my writing aloud in class with increasing confidence. 	<ul style="list-style-type: none"> I can recognise the benefits of learning to be a more confident writer. I can talk about a time when I have learned from an issue that I have written about. 	<ul style="list-style-type: none"> I can talk about the benefits of becoming a confident writer, and I explain why this is important to me. I can talk about a time when I have made a change in my writing habits; this led to a change or improvement in my writing development. 	<ul style="list-style-type: none"> I can make confident decisions about my own writing, and can justify the choices that I make. I can talk about a range of opportunities I've had over time to write in different styles and for different purposes. 	<ul style="list-style-type: none"> I can talk about my preferred writing genre, based on the wide range of experiences that I've had over time. I can pinpoint specific improvements I've been able to make in writing, across the wider curriculum.
Careers and life skills	<ul style="list-style-type: none"> I can name one job that being a good writer can lead to. 	<ul style="list-style-type: none"> I can name some jobs that are done by good writers. I can see how I am able to use my writing in a subject other than English. 	<ul style="list-style-type: none"> I can list at least 3 jobs that being a fluent writer can lead to. I can see how being able to write well can impact positively on subjects other than English. 	<ul style="list-style-type: none"> I can list several jobs that being a fluent and competent writer can lead to. I can talk about my experience in working on school shows and theatre experiences. 	<ul style="list-style-type: none"> I can talk about careers with writing skills at the heart of them, and name a number of authors that I prefer. I can make appropriate decisions how to use my writing proficiency within another subject. 	<ul style="list-style-type: none"> I can talk avidly about a range of authors which have inspired me, and how their style of writing appeals to me. I can talk about opportunities I've had to lead on English activities in school, e.g. The Shakespeare Project, and the impact that this had on my development.
Connecting with parents/carers and community	<ul style="list-style-type: none"> I can share my writing with the community, through the village show. 	<ul style="list-style-type: none"> I can share my writing with the community by entering the village show, using articulate writing. 	<ul style="list-style-type: none"> I can create a piece of writing that displays the GPS skills that I have learned in school so far, with the wider community. 	<ul style="list-style-type: none"> I can create a piece of writing that displays the GPS skills that I have learned in school so far, with the wider community, and look at ways in which I can make improvements. 	<ul style="list-style-type: none"> I can talk to many people outside of my home about my writing with confidence and in detail. 	<ul style="list-style-type: none"> I can talk to many people outside of my home about my writing with confidence and in detail, including visiting authors.