

# Aldersbrook Primary School Progression in Writing (Age Expected)

| Strand      | Reception  | Year 1   | Year 2  | Year 3  | Year 4   | Year 5  | Year 6   |
|-------------|--|--|---|---|--|---|--|
| Spelling    | Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. Some words are spelt correctly and others are phonetically plausible. | <p><b>SP1.1</b> - I can identify known phonemes in unfamiliar words.</p> <p><b>SP1.2</b> - I can use syllables to divide words when spelling.</p> <p><b>SP1.3</b> - I use what I know about alternative phonemes to narrow down possibilities for accurate spelling.</p> <p><b>SP1.4</b> - I can use the spelling rule for adding 's' or 'es' for verbs in the 3rd person singular.</p> <p><b>SP1.5</b> - I can name all the letters of the alphabet in order.</p> <p><b>SP1.6</b> - I can use letter names to</p> | <p><b>Sp2.3</b> - I can segment spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonically-plausible attempts at others</p> <p><b>Sp2.4</b> - I can spell many common exception words*</p> <p><b>Sp2.5</b> - I can spell some words with contracted forms*</p> | <p><b>SP3.1</b> - I can spell words with additional prefixes and suffixes and understand how to add them to root words.</p> <p><b>SP3.2</b> - I can recognise and spell homophones.</p> <p><b>SP3.3</b> - I can use the first two or three letters of a word to check its spelling in a dictionary.</p> <p><b>SP3.4</b> - I can spell words correctly which are in a family.</p> <p><b>SP3.5</b> - I can spell the commonly mis-spelt words from the Y3/4 word list.</p> <p><b>SP3.6</b> - I can identify the root in longer words.</p> | <p><b>SP4.1</b> - I can spell words with prefixes and suffixes and can add them to root words.</p> <p><b>SP4.2</b> - I can recognise and spell homophones.</p> <p><b>SP4.3</b> - I can use the first two or three letters of a word to check a spelling in a dictionary.</p> <p><b>SP4.4</b> - I can spell the commonly mis-spelt words from the Y3/4 word list.</p>                                 | <p><b>SP5.1</b> - I can form verbs with prefixes (e.g. restructure, disappear).</p> <p><b>SP5.2</b> - I can convert nouns or adjectives into verbs by adding a suffix (e.g. dark becomes darken class becomes classify).</p> <p><b>SP5.3</b> - I understand the rules for adding prefixes and suffixes.</p> <p><b>SP5.4</b> - I can spell words with silent letters.</p> <p><b>SP5.5</b> - I can distinguish between homophones and other words which are often confused.</p> <p><b>SP5.6</b> - I can spell the commonly mis-spelt words from the Y5/6 word list.</p> <p><b>SP5.7</b> - I can use the first 3 or 4 letters of a word to check spelling, meaning or both in a dictionary.</p> <p><b>SP5.8</b> - I can use a thesaurus.</p> | <p><b>S6.3</b> - I can spell most words correctly* (year 5 and 6)</p>  |
| Handwriting | They write simple sentences which can be read by themselves and others.  | <p><b>H1.1</b> - I can sit correctly at a table, holding a pencil comfortably and correctly.</p> <p><b>H1.2</b> - I can form lower case letters in the correct direction, starting and finishing in the right place.</p> <p><b>H1.3</b> - I can form capital letters and digits 0-9.</p>   | <p><b>H2.4</b> - I can write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</p> <p><b>H2.5</b> - I can use spacing between words that reflects the size of the letters.</p>  | <p><b>H3.1</b> - I use the diagonal and horizontal strokes that are needed to join letters.</p> <p><b>H3.2</b> - I understand which letters should be left unjoined.</p>  | <p><b>H4.1</b> - I can use the diagonal and horizontal strokes that are needed to join letters.</p> <p><b>H4.2</b> - I understand which letters should be left unjoined.</p> <p><b>H4.3</b> - My handwriting is legible and consistent; down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.</p> | <p><b>H5.1</b> - I can choose the style of handwriting to use when given a choice.</p> <p><b>H5.2</b> - I can choose the handwriting that is best suited for a specific task.</p>   | <p><b>H6.2</b> - I can maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.</p> |

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| <h1>Composition</h1> | <p>They write simple sentences which can be read by themselves and others.</p> | <p><b>C1.1</b> - I can compose a sentence orally before writing it.<br/> <b>C1.2</b> - I can sequence sentences in chronological order to recount and event or experience.<br/> <b>C1.3</b> - I can re-read what I have written to check that it makes sense.<br/> <b>C1.4</b> - I leave spaces between words.<br/> <b>C1.5</b> - I know how the prefix 'un' can be added to words to change meaning.<br/> <b>C1.6</b> - I can use the suffixes 's', 'es', 'ed', and 'ing' within my writing e.g. (e.g. helping, helped, helper).</p> | <p><b>S2.2</b> - I can write simple, coherent narratives about personal experiences and those of others (real or fictional)<br/> <b>S2.3</b> – I can write about real events, recording these simply and clearly</p> | <p><b>C3.1</b> - I can discuss models of writing and understand its structure, grammatical features and use of vocabulary.<br/> <b>C3.2</b> - I can compose sentences using a wider range of structures.<br/> <b>C3.3</b> - I can write a narrative with a clear structure, setting, characters and plot.<br/> <b>C3.4</b> - I can write a range of non-narrative using appropriate organisational devices such as headings and sub-headings.<br/> <b>C3.5</b> - I can suggest improvements to my own writing and that of others through editing and up levelling.<br/> <b>C3.6</b> - I can make improvements to grammar, vocabulary and punctuation.<br/> <b>C3.7</b> - I use a range of sentences with more than one clause by using a range of conjunctions (e.g. when, if, because, although).<br/> <b>C3.8</b> - I use the perfect form of verbs to mark the relationship of time and cause.<br/> <b>C3.9</b> - I can proof-read to check for errors in spelling and punctuation.</p> | <p><b>C4.1</b> - I can compose sentences using a range of sentence structures.<br/> <b>C4.2</b> - I can orally rehearse a sentence or a sequence of sentences.<br/> <b>C4.3</b> - I can write a narrative with a clear structure, setting and plot.<br/> <b>C4.4</b> - I can improve my writing by changing grammar and vocabulary to improve consistency.<br/> <b>C4.5</b> - I use a range of sentences which have more than one clause.<br/> <b>C4.6</b> - I can use appropriate nouns and pronouns within and across sentences to support cohesion and avoid repetition.<br/> <b>C4.7</b> - I can use direct speech in my writing and punctuate it correctly.</p> | <p><b>C5.1</b> - I can discuss the audience and purpose of the writing.<br/> <b>C5.2</b> - I can start sentences in different ways.<br/> <b>C5.3</b> - I can use the correct features and sentence structure matched to the text type we are working on.<br/> <b>C5.4</b> - I can develop characters through action and dialogue.<br/> <b>C5.5</b> - I can establish a viewpoint as the writer through commenting on characters and events.<br/> <b>C5.6</b> - I can use grammar and vocabulary to create an impact on the reader.<br/> <b>C5.7</b> - I can use stylistic devices to create effects in writing.<br/> <b>C5.8</b> - I can add well chosen detail to interest the reader.<br/> <b>C5.9</b> - I can summarise a paragraph.<br/> <b>C5.10</b> - I can organise my writing into paragraphs to show different information or events.</p> | <p><b>C6.4</b> – I can write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader<br/> <b>C6.4</b> -I can describe settings, characters and atmosphere in narratives<br/> <b>C6.5</b> - I can integrate dialogue in narratives to convey character and advance the action<br/> <b>C6.6</b> - I can select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately</p> <ul style="list-style-type: none"> <li>• use passive verbs to affect how information is presented</li> <li>• use modal verbs to suggest degrees of possibility</li> <li>• use contracted forms in dialogues in narrative</li> </ul> <p><b>C6.7</b> - I can use a range of devices to build cohesion within and across paragraphs</p> <ul style="list-style-type: none"> <li>• Pronouns</li> <li>• conjunctions</li> <li>• adverbials of time and place</li> <li>• synonyms</li> </ul> |
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| Sentence Structure | They write simple sentences which can be read by themselves and others. | <b>SS1.1</b> - I can combine words to make a sentence.<br><b>SS1.2</b> - I can join two sentences using 'and'.  | <b>S2.2</b> - I can write simple, coherent narratives about personal experiences and those of others (real or fictional)<br><b>S2.3</b> – I can write about real events, recording these simply and clearly   | <b>SS3.1</b> - I can express time, place and cause by using conjunctions, adverbs and prepositions (e.g. before, after, because).  | <b>SS4.1</b> - I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases.<br><b>SS4.2</b> - I can use fronted adverbials.  | <b>SS5.1</b> - I can use relative clauses.<br><b>SS5.2</b> - I can use adverbs or modal verbs to indicate a degree of possibility.                    | <b>SS6.3</b> - I can use verb tenses consistently and correctly throughout my writing<br><b>SS6.4</b> - I can use a wide range of clause structures, sometimes varying their position within the sentence  |
| Punctuation        |   | <b>P1.1</b> - I can separate words using finger spaces.<br><b>P1.2</b> - I can use capital letters to start a sentence.<br><b>P1.3</b> - I can use a full stop to end a sentence.<br><b>P1.4</b> - I can use a question mark.<br><b>P1.5</b> - I can use an exclamation mark.<br><b>P1.6</b> - I can use capital letters for names.<br><b>P1.7</b> - I can use 'I'. | <b>P2.2</b> - I can demarcate most sentences with: <ul style="list-style-type: none"> <li>• full stops</li> <li>• question marks</li> <li>• exclamation marks</li> <li>• capital letters</li> </ul> <b>P2.5</b> - I can use present and past tense mostly correctly and consistently<br><b>P2.6</b> - I can use co-ordination ( <b>or / and / but</b> ) to join clauses<br><b>P2.7</b> - I can use some subordination ( <b>when / if / that / because</b> ) to join clauses | <b>P3.1</b> - I can use inverted commas to punctuate direct speech.  | <b>P4.1</b> - I can use inverted commas and other punctuation to indicate direct speech.<br><b>P4.2</b> - I can use apostrophes to mark plural possession.<br><b>P4.3</b> - I use commas after fronted adverbials. | <b>P5.1</b> - I can use brackets, dashes and commas to indicate parenthesis.<br><b>P5.2</b> - I can use commas to clarify meaning or avoid ambiguity. | <b>P6.2</b> - I can use mostly correctly <ul style="list-style-type: none"> <li>• commas for clarity</li> <li>• punctuation for parenthesis</li> <li>• inverted commas</li> </ul> <b>P6.3</b> - I am making some correct use of <ul style="list-style-type: none"> <li>• dashes</li> <li>• colons</li> <li>• hyphens</li> <li>• semi-colons</li> </ul> |
| Text Structure     | They write simple sentences which can be read by themselves and others. | <b>TS1.1</b> - I can sequence sentences to form a narrative.  |   | <b>TS3.1</b> - I am starting to use paragraphs.<br><b>TS3.2</b> - I can use headings and sub headings.<br><b>TS3.3</b> - I can use the present perfect form of verbs instead of the simple past. | <b>TS4.1</b> - I can write in paragraphs.<br><b>TS4.2</b> - I make an appropriate choice of pronoun and noun within and across sentences.  | <b>TS5.1</b> - I can build cohesion between paragraphs.<br><b>TS5.2</b> - I can use adverbials to link paragraphs.                                    |  |