**Rivington Primary School**

**End of Year Writing Progression Expectations**

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|  | **Composition** | **Vocabulary, Grammar and Punctuation** | **Transcription**  **Spelling and Handwriting** |
| **Y1** | **The pupil can;**   * Say what they are going to write about. * Orally compose a sentence independently prior to writing. * Sequence sentences to form a short narrative. * Re-read each sentence to check it makes sense   and is beginning to self-correct simple errors e.g. adding missing words, full stops, capital letter at the start of each sentence.   * Discuss their writing with an adult or other children and talk about what they have written. * Read their writing aloud clearly enough to be heard by their peers and the teacher. | **The pupil can;**   * Leave spaces between their words. * Consistently join words and clauses with “and.” * Punctuate sentences with a capital letter and a full stop in their independent and dictated sentences. * Sometimes use a question mark or an exclamation mark to punctuate sentences in their independent and dictated sentences. * Use a capital letter for proper nouns, places, days of the week and I independently or self-correct when prompted. * Identify nouns in their writing. * Describe a verb as an action word. * Recognise and use the terms; letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.  |  | | --- | |  | | **The pupil can;**   * Spell the majority of age appropriate common exception words accurately. * Spell the days of the week largely accurately and with some consistency. * Name the letters of the alphabet in order. * Use letter names to distinguish between alternative spellings of the same sound. * Spell regular plurals adding s or es for nouns and for the third person for verbs. * Use the prefix un- in their independent writing. * Add the suffixes -ing, -ed, -er and –est to simple root words in their independent writinge.g. helping, helped, helper. * Independently write simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. * Sit correctly at a table holding their pencil comfortably and correctly. * Begin to form lower case letters in the correct direction, starting and finishing in the right place. * Use lead ins for lower case letters. * Write capital letters with correct formation and orientation. * Form the digits 0 – 9 correctly and consistently. * Understand which letters belong to which handwriting families and practice these e.g. c shaped letters c, a, d, g, o, q. |
| **Y2** | **The pupil can;**   * Write for a different purposes including narratives, recounts of real events and poetry. * Demonstrate some evidence of writing stamina. * Plan for writing orally, in pictures and with notes of key words and ideas following class discussions. * Use their plans to write a series of sentences. * Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. * Re-read their writing to check it makes sense and that the correct tense is used throughout. * Proofread their writing and self-correct errors in terms of missing words, grammatical accuracy, spellings and punctuation of capital letters, full stops, exclamation marks and question marks, with increasing independence. * Read their writing aloud to adults and their peers with appropriate intonation to make the meaning clear. | **The pupil can;**   * Write command, statement, question and exclamation sentences. * Punctuate their independent and dictated sentences accurately using capital letters, full stops, question marks and exclamation marks. * Use commas to separate items in lists. * Use apostrophes to mark singular possession and contractions with some consistency. * Use some expanded noun phrases to describe and specify. * Use the past and present tenses correctly and consistently in their writing including the progressive form. * Use co-ordination to write two clause sentences using *or, and, but* with some consistency. * Use *when, if, that* or *because* for subordination with some consistency. * Use some features of written Standard English. * Recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, verb, present tense, past tense, apostrophe and comma.  |  | | --- | |  | | **The pupil can;**   * Spell single and multi-syllabic words by seqmenting and selecting the appropriate graphemes, spelling most accurately but making phonetically plausible attempts at others. * Spell the vast majority of Y2 common exception words accurately. * Spell the most commonly used words with contracted forms linked to Y2 spellings e.g. can’t, didn’t, couldn’t… * Use the possessive apostrophe in singular nouns e.g. the girl’s book. * Recognise homophones and near homophones and use these in spelling words. * Add suffixes to spell longer words including –ment, -ness, -ful, -less, -ly. * Independently write simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. * Form lower case letters of the correct size relative to one another and with correct lead ins. * Use some of the diagonal and horizontal strokes needed to join letters and understand which letters are left unjoined. * Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters, * Leave appropriately sized spaces between words.  |  | | --- | |  | |
| **Y3** | **The pupil can;**   * Identify and name the key features of structure, vocabulary and grammar of the variety of fiction and non fiction shared texts they have been studying. * Use ideas from shared reading, modelled examples and paired, group and class discussions to make notes of key ideas and words to plan their writing independently. * Compose and speak a whole sentence: e.g. for shared writing or before writing independently, often incorporating newly acquired vocabulary and using recently learned sentence types. * Organise their writing into paragraphs around a theme and write a series of linked sentences for each with increasing independence. * Create an appropriate setting, characters and a coherent plot using the modelled narrative as an example and adapting elements. * Use headings and sub headings to organise their information in non-narrative material. * Assess the effectiveness of their own writing and that of their peers and suggest improvements e.g. accurate use of pronouns in sentences, vocabulary changes. * Proofread their own writing to check for errors in spelling, grammar and punctuation as per Y2 including commas in a list and speech marks. * Read aloud their writing with appropriate intonation to make the meaning clear to the audience. | **The pupil can;**   * Use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, including *when, if, that, because, although.* * Punctuate the end of sentences accurately and lists within using the range of punctuation from Key Stage One. * Punctuate direct speech accurately using inverted commas. * Select and use the appropriate tense for their writing task and is able to use the present perfect form of verbs to mark relationships of time and cause. * Usually choose appropriate nouns or pronouns to create clarity, cohesion and to avoid repetition in their independent writing. * Use a range of conjunctions, adverbs and prepositions to show time, place and cause across a range of writing. * Use fronted adverbials for when e.g. as they left… * Use the determiner *a* or *an* for a noun with some consistency. * Recognise the difference between Standard and Non Standard English in written work. * Recognise and use the terms preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel and inverted commas. | **The pupil can;**   * Add prefixes and suffixes correctly to root words e.g. un, dis, mis, (see spelling policy) where there are no associated changes in spelling. * Spell further homophones (see spelling policy). * Identify the words they often misspell and is beginning to be able to apply taught strategies to address these. * Place the possessive apostrophe in words with regular plurals accurately e.g. girls’, boys’. * Use the first and second letters of a word to check its spelling in a dictionary. * Independently write simple sentences dictated by the teacher that include common exception words, spellings and punctuation taught so far. * Use a joined handwriting style which is largely correctly orientated. |
| **Y4** | **The pupil can;**   * Identify the text type studied as a shared text, describe the key organizational and language features and state a context for using this text type. * Select the most relevant information, key vocabulary and most suitable ideas drawn from discussion and notes to plan own writing. * Independently, compose and orally rehearse sentences incorporating new vocabulary and a variety of simple, complex and compound sentence structures. * Consistently plan and organise their writing into paragraphs around a theme to add cohesion and to aid the reader. * Create detailed settings, two or three distinguishable characters and coherent plots in narratives. * Group related information logically and write an engaging main heading for the text and relevant subheadings for each paragraph. * Assess the effectiveness of their own and others’ writing and make improvements: e.g. grammatical accuracy, altering grammar or vocabulary to improve consistency. * Proofread their own writing to check for errors in spelling, grammar and punctuation as per Y3 including a comma after fronted adverbials, apostrophes for singular and plural nouns and correctly punctuated speech. * Read aloud their writing controlling the tone and volume for the audience and with correct intonation for punctuation marks. | **The pupil 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. * Use the correct punctuation for direct speech including a comma to separate the reporting clause from the direct speech. * Use apostrophes for singular and plural use accurately. * Use a comma after a fronted adverbial consistently. * Write with consistency in verb tense and use the present perfect form in contrast to the past tense. * Use Standard English verb inflections accurately e.g. we were, I did. * Consistently choose and use nouns or pronouns to create clarity, cohesion and to avoid repetition in their independent writing. * Use fronted adverbials for when, where and how. * Use a wide range of conjunctions, adverbs and prepositions to show time, place and cause across a range of writing. * Explain the rules for using the determiner a or an and use consistently in their independent writing. * Recognise and use the terms determiner, pronoun, possessive pronoun and adverbial. | **The pupil can;**   * Spell the vast majority of words from the Y3/Y4 spelling list. * Add prefixes and suffixes correctly to root words and explain the effects of these (see spelling policy). * Spell further homophones (see spelling policy) and use their awareness of these to make the correct spelling choices. * Identify the words they often misspell, independently check for these within their writing, and use taught strategies to address errors. * Correctly place the possessive apostrophe in words with regular plurals accurately e.g. girls’, boys’ and with irregular plurals e.g. children’s. * Use the first two and three letters of a word to check its spelling in a dictionary. * Independently write simple sentences dictated by the teacher that include common exception words, spellings and punctuation taught so far. * Use a joined handwriting style with increased legibility, consistency and quality in terms of parallel downstrokes and sufficiently spaced lines of writing ensuring ascenders and descenders do not touch. * Write with a pen.  |  | | --- | |  | |
| **Y5** | **The pupil can;**   * Identify the audience and purpose of the writing and choose a suitable writing model for their own. * Plan their non-fiction writing by noting their initial ideas, drawing on reading and research as needed. * Use their reading of narratives to develop characters and settings in their own writing e.g. adapting known characters. * Can usually select appropriate grammar and vocabulary and is beginning to understand the effects of these choices to change and enhance meaning e.g. choosing most effective synonym. * Describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace. * Precis longer passages by removing unnecessary repetition or irrelevant details. * Consistently link ideas across paragraphs e.g. using conjunctions. * Use further organisational and presentational devices to structure text and to guide the reader e.g. headings, bullet points, underlining. * Assess the effectiveness of their own and others’ writing and make improvements: e.g. proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning with increasing precision. * Edit their writing to ensure the consistent and correct use of tense throughout a piece of writing largely accurately. * Proofread their writing for spelling and punctuation errors and correct these. * Perform their own compositions using appropriate intonation, volume and movement so that the meaning is clear. | **The pupil can;**   * Recognise some of the vocabulary and structures that are appropriate for formal speech. * Write with consistent and correct use of tense throughout a range of writing genres. * Use the present perfect form of verbs to mark relationships of time and cause. * Use expanded noun phrases to convey detail and information. * Use a range of adverb and modal verbs with increasing confidence in order to indicate degrees of possibility e.g. surely, should, perhaps, might… * Write complex sentences using an embedded clause beginning with who, which, where, when, whose, that or with an implied relative pronoun with some consistency. * Use conjunctions to build cohesion within and between paragraphs with growing precision. * Use some rhetorical questions to engage the reader. * Use commas consistently to clarify meaning or to avoid ambiguity mostly correctly. * Use brackets, dashes or commas to indicate parenthesis mostly correctly. * Use colons after an independent clause. * Recognise and use the terms modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity. * Convert nouns or adjectives into verbs using suffixes.  |  | | --- | |  | | **The pupil can;**   * (see spelling policy) Spell words with prefixes and suffixes accurately. * Spell most common kn, mb, ps, mn silent letter words correctly. * Spell further homophones (see spelling policy) and use their awareness of these to make the correct spelling choices. * Use a dictionary to find further homophones and select an appropriate one by reading the definition. * Use their knowledge of morphology and etymology to learn to spell words from Y5 list. * Learn spelling exceptions from Y5 list. * Use a dictionary to find the initial letter of any word then the guide words and third or fourth letters to check the spelling and meaning of words. * Use a thesaurus to ensure their vocabulary is precise or varied. * Use fluent, joined and legible handwriting. * Write with increasing speed. |
| **Y6** | **The pupil can;**   * Identify the intended audience and purpose   for writing and choose a suitable writing model from a  range of familiar texts to support their own writing.   * Plan their non-fiction writing by noting down and developing their initial ideas, drawing on reading and research independently and choosing ideas for impact and effectiveness. * Draw imaginatively on their reading and learning about how authors develop characters and setting to help them to create their own e.g. taking elements from different settings and combining these. * Can select appropriate grammar and vocabulary and is able to make choices to change and enhance meaning independently e.g. to add precision or shades of meaning, the use of subject specialist vocabulary. * In their narrative writing, create atmosphere using character and setting and advance the action with highly effective dialogue and interaction between characters. * Precis longer passages by identifying key ideas, reformulating coherently with reasons for inclusions and exclusions. * Create cohesion between paragraphs using repetition of key words or phrases, use of adverbials or a wide range of conjunctions. * Select the most effective organisational and presentational devices from their range. * Distinguish between the language of speech and writing and to choose the appropriate level of formality in their writing task. * Assess the effectiveness of their own and others’ writing and make improvements: e.g. proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning with precision. * Recognise how words are related by meaning as synonyms and antonyms and use this to make improvements in their writing. * Edit their writing accurately to ensure the consistent and correct use of tense throughout a piece of writing. * Check their writing for correct subject verb agreement when using singular and plural. * Habitually proofread their writing for spelling and punctuation errors effectively. | **The pupil can;**   * Select the vocabulary and grammatical structures that reflect the level of formality required, including the subjunctive form in formal writing. * Write with consistent and correct use of tense throughout all pieces of writing, including the correct subject and verb agreement when using singular and plural. * Use the passive voice appropriately e.g. in writing up science investigations. * Use the present perfect form of verbs to mark relationships of time and cause and choose to use the past perfect form to mark relationships of time and cause. * Use expanded noun phrases to convey complicated information concisely, add detail and qualification. * Use embedded clauses beginning with who, which, where, when, whose, that or with an implied relative pronoun to write complex sentences consistently. * Confidently use modal verbs or adverbs to suggest degrees of possibility. * Use a range of devices to build cohesion including conjunctions, adverbials of time and place, pronouns and synonyms within and across paragraphs. * Use rhetorical questions to engage the reader confidently and effectively. * Use the full range of punctuation taught at Key Stage Two correctly, including the consistent and accurate use of inverted commas, semi-colons, dashes, colons, hyphens, and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity. * Recognise and use the terms subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon and bullet points. | **The pupil can:**   * Spell the vast majority of the words from the Y5/Y6 spelling list. * (see spelling policy) Spell words with prefixes and suffixes accurately. * Spell most common psy, ps, gn silent letter words correctly. * Independently refer to a dictionary to find further homophones and select an appropriate one by reading the definition. * Independently refer to a dictionary to check the spelling of uncommon or more ambitious vocabulary. * Use their knowledge of morphology and etymology to learn to spell words from Y6 list and to spell words independently. * Learn spelling exceptions from Y6 list. * Select and use a thesaurus to ensure their vocabulary is varied, precise, and effective and has the required impact on the reader. * Use fluent, joined and legible handwriting which is adapted to a range of tasks. * Maintain legibility in handwriting when writing at speed. |

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