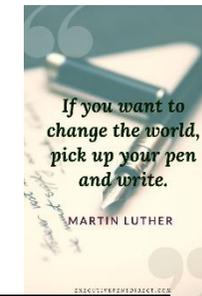




# Abbot Alphege Academy

## Writing Progression



Year 1 Writing Skills	Year 2 Writing Skills
<b>Composition</b>	<b>Composition</b>
Sequences sentences to form short narratives.	Plans or says out loud what they are going to write about.
Re-reads what they have written to check that it makes sense.	Develops positive attitudes towards, and stamina for, writing, by writing for different purposes.
Says out loud what they are going to write about	Proof-reads to check for errors in spelling, grammar and punctuation.
Composes a sentence orally before writing it.	Encapsulates what they want to say, sentence by sentence.
Discusses what they have written with the teacher or other pupils.	Encapsulates what they want to say, sentence by sentence.
Reads aloud their writing clearly enough to be heard by their peers and the teacher.	Writes down ideas and/or key words, including new vocabulary.
<b>Grammar and punctuation</b>	Makes simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.
Shows some awareness of capital letters, full stops, question marks and exclamation marks to demarcate sentences.	Re-reads to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
Understands how words can combine to make sentences.	Reads aloud what they have written with appropriate intonation to make the meaning clear
Separates words with spaces.	<b>Grammar and punctuation</b>
Joins words and clauses using 'and.'	Correct choice and consistent use of present tense and past tense throughout writing.
Uses capital letters for names and for the personal pronoun 'I'.	Accurate use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
Shows understanding of regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun.	Some use of the suffixes –er, –est in adjectives.
Shows understanding of how the prefix un– changes the meaning of verbs and adjectives (negation, for example, unkind, or undoing: untie the boat)	Uses suffix –ly to turn adjectives into adverbs.
Shows understanding of suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)	Uses subordination (using when, if, that, because) and co-ordination (using or, and, but).
<b>Spelling</b>	Uses commas to separate items in a list.
Writes from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.	Uses the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)
Names the letters of the alphabet in order.	Shows understanding of formation of nouns, using suffixes such as –ness, –er and by compounding (e.g. whiteboard, superman).

Spells words containing each of the 40+ phonemes already taught.	Shows understanding of formation of adjectives using suffixes such as –ful, –less.
Spells the days of the week.	Uses expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon).
Spells common exception words.	Shows understanding of the grammatical patterns in a sentence, indicating its function as a statement, question, exclamation or command.
Uses letter names to distinguish between alternative spellings of the same sound.	Uses apostrophes to mark where letters are missing in spelling.
Understands that words are divided into 'beats' or syllables.	Uses apostrophes to mark singular possession in nouns (e.g. the girl's name).
Uses the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.	<b>Spelling</b>
Distinguishes between homophones and near-homophones.	Spells by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
Uses –ing, –ed, –er and –est where no change is needed in the spelling of root words (eg, helping, helped, helper, eating, quicker, quickest).	Learns new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones.
Uses the prefix un–	Spells common exception words.
<b>Handwriting</b>	Writes from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.
Begins to form lower-case letters in the correct direction, starting and finishing in the right place	Learns to spell more words with contracted forms.
Forms capital letters.	Spells by learning the possessive apostrophe (singular).
Form digits 0-9.	Adds suffixes to spell longer words including –ment, –ness, –ful, –less, –ly
Sits correctly at a table, holding a pencil comfortably and correctly.	
Understands which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and practises these.	<b>Handwriting</b>
	Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
	Uses spacing between words that reflects the size of the letters.
	Forms lower-case letters of the correct size relative to one another
	Starts using some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined

<b>Year 3 Writing Skills</b>	<b>Year 4 Writing Skills</b>
<b>Composition</b>	<b>Composition</b>
Makes some attempt to define paragraphs by organising ideas with related points placed next to each other – e.g. one sentence paragraphs or ideas loosely organised.	Organises paragraphs around a theme: paragraphs/ sections help to organise content.
In non-narrative material uses simple organisational devices – e.g. headings and sub headings	In narratives creates settings, characters and plot, with some ideas and material developed in detail (e.g. descriptions elaborated by adverbial and expanded noun phrases).
Proof reads for spelling and punctuation errors.	Proof-reads for errors in spelling and punctuation.
Discuss writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar.	Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar.
Discusses and records ideas	Discusses and records ideas.
Composes and rehearses sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structure.	Composes and rehearses sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures.
In narrative creates settings, characters and plot, with some attempt to elaborate on basic information or events - e.g. nouns expanded by simple adjectives etc.	Assesses the effectiveness of their own and others' writing and suggests improvements.
Assesses the effectiveness of their own and others' writing and suggests improvements.	Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
Proposes changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	Proof-reads for errors in spelling and punctuation.
Reads aloud their own writing, to a group or the whole class using appropriate intonation and controls the tone of voice so that the meaning is made clear.	Reads aloud their own writing, to a group or the whole class, using appropriate intonation and controls the tone and volume, so that the meaning is clear.
<b>Grammar and punctuation</b>	<b>Grammar and punctuation</b>
Limited use of inverted commas to punctuate direct speech	Uses inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!").
Attempts to use paragraphs as a way to group related materials.	Uses paragraphs to organise ideas around a theme.
Makes some use of the present perfect form of verbs instead of the simple past – e.g. "He has gone out to play". In contrast with "He went out to play".	Makes appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
Express time, place and cause using conjunctions. E.g. when, before, after, while, because. KPI	Uses fronted adverbials (e.g. 'Later that day, I heard the bad news')
Uses the forms "a" or "an" according to whether the next word begins with a consonant or vowel. E.g. a rock, an open box.	Most of the time uses appropriate standard English forms for verb inflections instead of local spoken forms (e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done').
Shows and awareness of headings and sub headings to aid presentation.	Uses expanded noun phrases, by adding modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).
Expresses time, place and cause using adverbs. E.g. then, next, soon, therefore.	Understands the grammatical difference between plural and possessive –s
Expresses time, place and cause using prepositions e.g. during, after, in, because of.	Uses commas after fronted adverbials
Shows understanding of the formation of nouns, using a range of prefixes e.g. super, anti, auto.	Some correct use of apostrophes to mark plural possession (e.g. the girl's name, the girls' names).

Shows knowledge of word families based on common words, showing how words are related in form and meaning, e.g. solve, solution, solver, dissolve, insoluble.	<b>Spelling</b>
<b>Spelling</b>	Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Uses prefixes and suffixes to understand how to add them	Uses further prefixes and suffixes and understands how to add them
Spells further homophones.	Spells further homophones.
Identifies commonly misspelt words and attempts to correct them.	Identifies commonly misspelt words and corrects them.
Understands how to place the apostrophe in words with regular plurals e.g. girls' boys'.	Understands how to place the apostrophe in words with regular plurals (e.g. girls', boys') and in words with irregular plurals (e.g. children's).
Uses the first two or three letters in a word to check its spelling in a dictionary.	Use the first two or three letters of a word to check its spelling in a dictionary.
Writes from memory simple sentences, dictated from the teacher, that include words and punctuation taught so far.	<b>Handwriting</b>
<b>Handwriting</b>	Uses the diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another, are best left unjoined.
Uses diagonal and horizontal strokes that are needed to join letters and understands which letters, when adjacent to one another are best left un-joined.	Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant.
Increases the legibility, consistency and quality of their handwriting e.g. by ensuring that the downward letters are parallel and equidistant.	Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
Increases the legibility, consistency, and quality of their handwriting – e.g. by ensuring that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.	

<b>Year 5 Writing Skills</b>	<b>Year 6 Writing Skills</b>
<b>Composition</b>	<b>Composition</b>
Identifies the audience for and the purpose of the writing. Selects the appropriate form and uses other similar writing as a model for their own writing.	Identifies the audience for and the purpose of the writing. Selects the appropriate form and uses other similar writing as a model for their own writing.
In narratives, describes settings, characters and atmosphere and integrates dialogue to convey character and advance the action.	In narratives, uses imaginative description of settings, convincing characterisation and a range of stylistic devices to develop atmosphere.
Uses further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining).	Uses further organisational and presentational devices to structure text and guide the reader (e.g. headings, bullet points, underlining).
Ensures the consistent and correct use of tense throughout a piece of writing.	Ensures the consistent and correct use of tense throughout a piece of writing.
Proof reads for errors in spelling and punctuation.	Proof reads effectively for spelling and punctuation errors.
Makes notes and develops initial ideas, drawing on reading and research where necessary.	Makes notes and develops initial ideas, drawing on reading and research where necessary.
When developing characters and settings for a narrative, the pupils considers what has been learnt from their experience of reading , listening to and watching the work of real authors.	When developing characters and settings for a narrative, the pupil considers and makes use of what has been learnt from their experience of reading, listening to and watching the work of real authors.
Selects appropriate grammar, understanding how such choices can change and enhance meaning, A reasonably wide vocabulary is often chosen for effect.	Selects appropriate grammar, understanding how such choices can change and enhance meaning. Uses an ambitious vocabulary generally appropriate to purpose and audience.
Attempts to precis longer passages.	Integrates dialogue to convey character and advance the action.
Uses a wide range of devices to build cohesion within and across paragraphs.	Can shape and precis longer passages to adapt material appropriately for selected form.
Assesses the effectiveness of their own and others' writing.	Uses a wide range of devices to build cohesion within and across paragraphs.
Proposes changes to vocabulary, grammar and punctuation to enhance and clarify meaning.	Within paragraphs, cohesive devices contribute to emphasis and effect (e.g. adverbials as a sentence starter).
Ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register.	Assesses the effectiveness of their own and others' writing.
	Proposes changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
	Ensures correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register.
<b>Grammar and punctuation</b>	<b>Grammar and punctuation</b>
Uses commas to clarify meaning or avoid ambiguity.	Uses the colon to introduce a list and uses semi colons within lists.
Uses a range of devices to build cohesion within a paragraph (e.g. then, after, that, this, firstly.)	Punctuates bullet points when listing information.
Indicates degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will, must).	Use of layout devises (e.g. headings, subheadings, columns, bullets or tables, to structure text)

Understands how to convert nouns or adjectives into verbs using suffixes (e.g. -ate, -ise, -ify).	Uses the passive voice to affect the presentation of information in a sentence (e.g. 'I had broken the window in the greenhouse' versus 'The window in the greenhouse had been broken').
Uses dashes, brackets or commas to indicate parenthesis.	Recognise and use the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (e.g. find out/discover, ask for/request, go in/enter),
Uses a range of linking ideas across paragraphs: adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before).	Shows knowledge of how a hyphen can be used to avoid ambiguity (e.g. man eating shark. Versus 'man-eating shark').
Uses relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.	Uses linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections (e.g. the use of adverbials such as 'on the other hand', 'in contrast', 'as a consequence') and ellipsis.
Knowledge of verb prefixes (e.g. dis-, de-, mis-, over-, re-)	Use a wide range of clause structures, varying their position within the sentence.
	Shows knowledge of how words are related by meaning as synonyms and antonyms.
	<b>Spelling</b>
<b>Spelling</b>	Uses dictionaries to check the spelling and meaning of words.
Uses further prefixes and suffixes and understands the guidelines for adding them.	Uses further prefixes and suffixes and understands the guidelines for adding them.
Spells some words with 'silent' letters, e.g. knights, psalm, solemn.	Spells some words with 'silent' letters, e.g. knights, psalm, solemn.
Continues to distinguish between homophones and other words which are often confused.	Continues to distinguish between homophones and other words which are often confused.
Uses knowledge of morphology and etymology in spelling and understands that the spellings of some words need to be learnt specifically.	Uses knowledge of morphology and etymology in spelling and understands that the spellings of some words need to be learnt specifically.
Uses dictionaries to check the spelling and meanings of words.	Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
Uses the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.	Uses a thesaurus.
Uses a thesaurus.	<b>Handwriting</b>
<b>Handwriting</b>	Writes legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices.
Writes legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices.	Decides, as part of their personal style, whether or not to join specific letters.
Decides, as part of their personal style, whether or not to join specific letters.	Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final hand written version).
Is clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final hand written version).	Chooses the writing implement that his best suited for the task.
Chooses the writing implement that his best suited for the task.	