

Freeman CP School Writing Progression Document

School Values		Curious	Achieve	Resilient	Independent	Nurturing	Gracious
What do these values look like in Writing?		Asking questions. Enjoys learning new knowledge and skills. Desire to learn more and improve.	Recognise and celebrate own success. Sets clear goals and challenges. Make expected or better progress.	Have a strong sense of self-belief. Respond to challenge positively. Show determination to succeed. Able to edit and improve writing.	Attempt new skills and challenges positively. Take ownership of learning. Make decisions. Consistently retrieve/remember key skills and knowledge.	Be supportive to peers.	Cope with success and difficulty positively.
EYFS	N.C. Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> •Gives meaning to marks they make as they draw, write and paint. •Begins to break the flow of speech into words. •Continues a rhyming string. •Hears and says the initial sound in words. •Can segment the sounds in simple words and blend them together. •Links sounds to letters, naming and sounding the letters of the alphabet. •Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. 	Composition and Cohesion	<ul style="list-style-type: none"> • I can write sentences by saying out loud what I am going to write about including composing a sentence out loud. • I can write simple sentences • I can write sentences in order to create short narratives and non-fiction texts • I can use some features of different text types eg headings • I can discuss what I have written with the teacher or other pupils including reading my writing aloud clearly. • I can re-read what I have written to check that it makes sense • I can write from memory simple sentences dictated by the teacher. 	<ul style="list-style-type: none"> • I can plan what I am going to write about including noting down key words and new vocabulary. • I can write narratives about personal experiences and those of others (real and fictional) • I can write a long piece of text about a real event in one go • I can write poetry • Reads aloud what they have written with appropriate intonation to make the meaning clear. • I can proofread my work to check for errors in spelling, grammar and punctuation. 	<ul style="list-style-type: none"> • I can attempt to use and define paragraphs as a way to group related material and organise my writing (e.g. one sentence paragraphs, or ideas loosely organised) • I can discuss writing similar to that which I am planning to write and understand and learn from its structure, vocabulary and grammar. • I can discuss, compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary, and an increasing range of sentence structures • I can use simple organisational devices and features of writing generally appropriate to the task in non-narrative writing (e.g. headings and sub-headings, first person for a letter etc.) • I can use features of writing generally appropriate to the task in narrative (e.g. use of dialogue in a story, 	<ul style="list-style-type: none"> • I can consistently organise paragraphs around a theme in order to organise my writing • I can create more detailed settings, characters and plot, with some ideas and material developed in detail in narrative writing to engage the reader (e.g. descriptions elaborated by adverbial and expanded noun phrases). • I can write a range of narratives pieces using a consistent and appropriate structure (including genre-specific layout devices). • I can write a range of non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices). • I can independently proof-read my own and others' writing (e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree and lapses in tense). • I can write narratives with a clear beginning, middle 	<ul style="list-style-type: none"> • I can start to make notes and develop initial ideas, drawing on reading and researching where necessary. • I can write for a range of purposes and audiences, confidently selecting structure and organisation of a text depending on audience and purpose. • I can select and use organisational and presentational devices that are relevant to the text type (e.g. headings, bullet points, underlining etc.) • I can describe settings, characters and atmosphere to consciously engage the reader. • I can use dialogue to convey a character and advance the action with 	<ul style="list-style-type: none"> • I can makes notes and develop initial ideas, drawing on reading and research where necessary. • I can consider, and makes use of, what has been learned from my experience of reading, listening to and watching the work of real authors when developing characters and settings for a narrative. • I can select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. I can use an ambitious vocabulary, generally appropriate to purpose and audience. • I can use imaginative description of settings, convincing characterisation and a range of stylistic devices to develop atmosphere in narrative writing showing awareness of the reader.

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					<p>adjectives and adverbs for description including settings; developing characters feelings and emotions etc.)</p> <ul style="list-style-type: none"> • I can use adjectives and adverbs for description, develop characters and describe settings, feelings and emotions. • I can assess the effectiveness of my writing, and others' writing, and suggests improvements. • I can proof-read for spelling and punctuation errors and propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • I can read aloud my writing to a group or the whole class, using appropriate intonation, so the meaning is clear 	<p>and end with a coherent plot.</p>	<p>increasing confidence.</p> <ul style="list-style-type: none"> • I can ensure the consistent and correct use of tense throughout the piece of writing. • I can ensure correct subject and verb agreement when using singular and plural. • I can begin to proofread work to precise longer passages by removing unnecessary repetition or irrelevant details. • I can assess the effectiveness of their own and others' writing and make necessary corrections and improvements. 	<ul style="list-style-type: none"> • I can create atmosphere and integrate dialogue to convey character and advance the action. • I can shape and précis longer passages to adapt material appropriately for selected form. • I can assess the effectiveness of others' writing, and courteously suggest improvements. • I can propose changes to vocabulary and grammar to enhance effects and clarify meaning in my own writing. • I can proof-read effectively for spelling and punctuation errors.
	<ul style="list-style-type: none"> •Writes own name and other things such as labels/captions. 							
	<ul style="list-style-type: none"> •Attempts to write short sentences in meaningful contexts. 							

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Punctuation and Grammar

<ul style="list-style-type: none"> • I can separate word with spaces • I can use capital letters to start sentences • I can use full stops to end sentences • I can use question marks • I can use exclamation marks • I can use capital letters for names and for the personal pronoun 'I' • I can use 'and' to join two clauses/sentences together. 	<ul style="list-style-type: none"> • I can accurately use capital letters, full stops, questions marks and exclamation marks to demarcate sentences. • I am beginning to use apostrophes for contraction and singular possession. • I can make the correct choice and consistent use of present tense and past tense (including progressive form) throughout my writing including re-reading to check it makes sense. • I can use co-ordination (and/ or/ but) • I can use some subordination (when/ if/ that/ because) • I can use expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon). 	<ul style="list-style-type: none"> • I can use full range of punctuation from previous year groups . A ? ! commas in a list ‘ contraction/possession • I am beginning to use inverted commas to punctuate direct speech. • I am beginning to place the apostrophe in words with regular plurals (e.g. girls’, boys’) and irregular plurals (children’s) • I can make some use of the present perfect form of verbs, as well as the simple past (e.g. 'He has gone out to play', contrasted with, 'He went out to play') • I can express time, place and cause using conjunctions, adverbs and prepositions (e.g. when, after, while, so, because, soon, therefore, before, during, if, although) • I can use the forms 'a' or 'an' according to whether the next word begins with a consonant or vowel. • I can show knowledge of word families based on common words, showing how words are related in form and meaning (e.g. solve, solution, solver, dissolve, insoluble). 	<ul style="list-style-type: none"> • I can use full range of punctuation from previous year groups . A ? ! commas in a list ‘ contraction/possession • I can use inverted commas and other punctuation to indicate direct speech mostly accurately. • I can use fronted adverbials and usually use commas after fronted adverbials (e.g. 'Later that day, I heard the bad news'). • I can understand how to place the apostrophe in singular and plural possession with regular plurals (e.g. girls’, boys’) and in words with irregular plurals (e.g. children’s) • I can make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • I can use expanded noun phrases, by adding modifying and ambitious adjectives, nouns and preposition phrases (e.g. The teacher... expanded to: The strict maths teacher with curly hair.) • I can, use 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') • I can maintain an accurate use of tense throughout a piece of writing (present perfect and past). 	<ul style="list-style-type: none"> • I can use the full range of punctuation from previous year groups. • (capital letters, full stops , ? ! , in lists “ “ and apostrophes for contraction) • I can use brackets, dashes or commas to indicate parenthesis. • I can use commas to clarify meaning or to avoid ambiguity with increasing accuracy. • I can use a 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.) • I can use co-ordinating conjunctions accurately (FANBOYS). • I can use some subordinating conjunctions (e.g. however, although, therefore, despite etc.) • I can use relative clauses beginning with a relative pronoun. • (e.g. who, which, where, when, whose, that) • I can use adverbs and modal verbs to 	<ul style="list-style-type: none"> • I can use the following punctuation almost entirely accurately. Capital letters and full stops, ? ! , in lists apostrophe for contraction “ ”. • I can accurately use brackets, dashes or commas to indicate parenthesis. • I can accurately use commas to clarify meaning or avoid ambiguity. • I can use linking ideas within and 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', or 'as a consequence' and ellipsis). • I can use modal verbs mostly appropriately to express necessity or possibility (e.g. must, shall, will, should, would, can, could, may and might). • I can use a wide range of clause structures, sometimes varying their position within the sentence. • I can use preposition phrases (begin with a preposition and end with a noun e.g. by the ocean, near the window, over the cabinet, with us, in your ear, under your hat).
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						<p>indicate degrees of possibility.</p> <ul style="list-style-type: none">• (e.g. surely, perhaps, should, might etc.)	<ul style="list-style-type: none">• I can use 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').• I can identify the difference between informal and formal speech and structures (including the subjunctive form).• I can confidently use subordinating conjunctions. (e.g. subsequently, In particular, significantly, moreover.)• I can show knowledge of how words are related by meaning as synonyms and antonyms (e.g. big, large, little).• I can select vocabulary and grammatical structures that reflect the formality required mostly correctly.• I can use adverbs and expanded noun phrases effectively to add detail, qualification and precision.
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Spelling

- I can spell many words containing each of the 40+ phonemes I have already been taught
- I can spell many common exception words
- I can spell many days of the week
- I can add the suffixes –s or –es
- I can add the suffixes –ed –ing –er –est where no change is needed in the spelling of root words
- I can use the prefix un-
- I can name the letters of the alphabet in order.
- Use letter names to distinguish between alternative spellings of the same sound.

- I can show an understanding of formation of nouns, using suffixes such as –ness, –er
- I can show an understanding of formation of adjectives using suffixes such as –ful, –less
- I can sometimes use the suffixes –er, –est in adjectives
- I can show an understanding of using the suffix –ly to turn adjectives into adverbs
- I can show an understanding of formation of nouns by compounding (e.g. whiteboard, superman)
- I can spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- I can learn 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
- I can correctly spell many common exception words
- I can distinguish between homophones and near homophones.
- I can write from memory simple sentences dictated by the teacher that include words using the GPCs, common

- I can use further prefixes and suffixes and show an understanding of how to add them (as listed in English Appendix 1 e.g. super-, anti-, auto-, dis-, in-, -ly, -ous, -ation).
- I can spell further homophones (as listed in English Appendix 1)
- I am beginning to identify some commonly misspelt words and attempt to correct them. (See Appendix 1)
- I can use the first two or three letters of a word to check its spelling in a dictionary
- I can write from memory simple sentences, dictated by the teacher, that include words and punctuation that I have been taught so far.

- I can confidently and correctly spell all words with prefixes (eg. in-, il-, ir-, un-, dis-, mis-, im-, re- etc).
- I can confidently and correctly spell all words with suffixes (eg. –ation, –ly, –ally, –ture, –sion, –cian, –ous etc)
- I can spell homophones correctly.
- I can spell most year 3/4 common exception words correctly.

- I can use a dictionary to check the spelling and meaning of words.
- I can use a thesaurus.
- I can spell many verb prefixes correctly. (e.g. de-, over-, mis-, etc.)
- I can convert nouns or adjectives into adjectives into verbs using suffixes (e.g. –ate, –ify, –ise, etc.)
- I can spell many complex homophones correctly (e.g. affect/effect, practice/practise etc.)
- I can spell many words correctly from the Y5/6 statutory spelling list.

- I can accurately spell most words with ‘silent’ letters, (e.g. knight, hymn, column).
- I can spell most of the Y5/6 words accurately.
- I can confidently and correctly use dictionaries to check the spelling and meaning of words.
- I can confidently use a thesaurus.

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			exception words and punctuation taught so far				
Handwriting	<ul style="list-style-type: none"> • I can sit correctly at a table, holding a pencil comfortably and correctly • I am beginning to form lower-case letters and capital letters in the correct direction, starting and finishing in the right place, correctly and confidently • I can understand and see which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and practises these 	<ul style="list-style-type: none"> • I can form and write lower-case and capital letters of the correct size, orientation and relationship to one another correctly and confidently. • I can use spacing between words that reflects the size of the letters • I can use some of the diagonal and horizontal strokes needed to join letters and understands which letters, when adjacent to one another, are best left unjoined. 	<ul style="list-style-type: none"> • I can increase the legibility, consistency and quality of my handwriting (e.g. ensure downstrokes are parallel and equidistant, ensure lines of writing are spaced efficiently, use diagonal and horizontal strokes etc.) 	<ul style="list-style-type: none"> • I can confidently use a neat, joined handwriting style. 	<ul style="list-style-type: none"> • I can write legibly, fluently and with increasing speed. 	<ul style="list-style-type: none"> • I can independently write legibly, fluently, with increasing speed using correctly joined letters as per school policy. 	

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Working at Greater Depth

<ul style="list-style-type: none"> • I can create short narratives and non-fiction texts that are consistent in their features and purpose • I can use different features of different text types and use appropriate subject vocabulary • I can use adjectives and ambitious vocabulary • I can independently make changes to my writing • I can spell most words containing each of the 40+ phonemes I have already been taught and most common exception words. • I can add the suffixes –ing, –ed, –er and –est where changes are made to root words eg busiest • I can consistently form lower-case letters and capital letters in the correct direction, starting and finishing in the right place. I can use some diagonal and horizontal strokes to join letters 	<ul style="list-style-type: none"> • I can write effectively and coherently for different purposes, drawing on my reading to inform the grammar and vocabulary of my writing, after discussion with the teacher. • I can make simple additions, revisions and corrections to my writing by evaluating it with the teacher and other pupils. • I can use commas to separate items in a list. • I can use apostrophes to mark where letters are missing in spelling • I can use apostrophes to mark singular possession in nouns (e.g. the girl's name). • I can spell most common exception words correctly • I can spell words with suffixes correctly in my writing e.g. –ment, -ful, -less, -ly, -ness • I can use the horizontal and diagonal strokes needed to join letters in most of my writing 	<ul style="list-style-type: none"> • To make deliberate ambitious word choices to add detail, effect and to engage the reader. • To use subordinate clauses (sometimes in varied positions). • To maintain the correct tense (including present perfect tense) throughout a piece of writing with accurate subject/verb agreement. • To punctuate direct speech accurately, including the use of inverted commas. • To spell many of the Year 3 and 4 statutory spelling words correctly. 	<ul style="list-style-type: none"> • I can consistently use apostrophes for singular and plural possession. • I can consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition (e.g. he, she, they, it.). • I can consistently apply the spelling rules to writing (Appendix 1). • I can use my knowledge of word families to help with spelling. • I can write a range of narratives that are well-structured and well-paced. • I can create detailed settings, characters and plot in narratives to engage the reader and add atmosphere. 	<ul style="list-style-type: none"> • I can use commas consistently to clarify meaning to avoid ambiguity. • 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. • 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. • I can describe settings, characters and atmosphere with carefully chosen vocabulary to enhance mood, clarify meaning and create pace. • I can proofread work to précis longer passages by removing unnecessary repetition or irrelevant details. 	<ul style="list-style-type: none"> • 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 (e.g. literary language, characterisation, structure). • Distinguish between the language of speech and writing and choose the appropriate register. • Exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this. • Use the range of punctuation taught at Key Stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use punctuation precisely to enhance meaning and avoid ambiguity.
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