



St Dunstan's RC Primary School

Writing Progression Document 2023 / 2024

	Spelling and Punctuation	Sentence Construction, Grammar and Text Cohesion	Composition and Effect	Plan, Evaluate (edit and draft)	Handwriting and Presentation
<p>Nursery</p> <p>By the end of Nursery, pupils.....</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p>	<p>Understand 'why' questions, like: 'Why do you think the caterpillar got so fat?'</p> <p>Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Use longer sentences of four to six words.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. For example, writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Write some or all of their name.</p> <p>Write some letters accurately.</p>	<p>N/A</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Shows a preference for a dominant hand.</p> <p>Write some letters accurately.</p>

Reception	Spelling and Punctuation	Sentence Construction, Grammar and Text Cohesion	Composition and Effect	Plan, Evaluate (edit and draft)	Handwriting and Presentation
By the end of Reception, pupils.....	<p>Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences.</p>	<p>Form lower case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with the letter/s.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and a full stop.</p> <p>Re-read what they have written to check it makes sense</p>	<p>Re-read what they have written to check it makes sense</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils. Shows a preference for a dominant hand.</p> <p>Write recognisable letters, most of which are correctly formed.</p>

<p>End of Reception</p> <p>Beginning of Year 1</p>	<p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
--	--

End of Reception		<p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>
Beginning of Year 1		

Year 1	Spelling and Punctuation	Sentence Construction, Grammar and Text Cohesion	Composition and Effect	Plan, Evaluate (edit and draft)	Handwriting and Presentation
By the end of year 1, pupils.....	<p>Can spell most Reception / Year 1 words accurately</p> <p>Can spell CVC words correctly</p> <p>Spell words with suffixes which can be added without change to the root word (e.g. help/helping) and plural noun suffixes (e.g. dog/dogs, wish/wishes)</p> <p>Separate words with spaces</p> <p>Use capital letters for names of people, places, days of the week and for the personal pronoun 'I'</p> <p>Show an understanding of how to use full stops and capital letters to demarcate sentences</p> <p>Begin to use question marks and exclamation marks appropriately</p>	<p>Write sentences which make sense, understanding how words can combine to make sentences</p> <p>Begin to join words and clauses using 'and'</p>	<p>Sequence sentences to form short narratives</p> <p>Attempt to write a variety of text types (such as lists, stories, captions)</p> <p>Generally use vocabulary suited to the task</p>	<p>Re-read what they have written to check it makes sense</p> <p>Discuss what has been written with teacher or other pupils</p> <p>Can produce their own ideas for writing (not a retelling)</p>	<p>Sit correctly at a table, holding the pencil correctly</p> <p>Form lower case letters in the correct direction</p> <p>Form capital letters and digits 0-9</p> <p>Understanding which letters belong to which handwriting families (ascenders, descenders etc)</p> <p>Control letter size, shape and orientation</p>

End of Year 1		<p>Pupils produce letter shapes which are mainly accurate with clear spaces between most words.</p> <p>Pupils spell most CVC words and common words from R/Y1 word lists.</p> <p>Pupils write one or more sentences extended using 'and'.</p> <p>Pupils write two or more sentences using correct use of full stops and capital letters.</p> <p>Pupils can produce a paragraph or more of developed ideas independently; this may be more like spoken than written language</p>
Beginning of Year 2		

End of Year 1		Pupils produce letter shapes which are mainly accurate with clear spaces between most words. Pupils spell most CVC words and common words from R/Y1 word lists.
Beginning of Year 2		Pupils write one or more sentences extended using 'and'. Pupils write two or more sentences using correct use of full stops and capital letters. Pupils can produce a paragraph or more of developed ideas independently; this may be more like spoken than written language

Year 2	Spelling and Punctuation	Sentence Construction, Grammar and Text Cohesion	Composition and Effect	Plan, Evaluate (edit and draft)	Handwriting and Presentation
	By the end of year 2, pupils.....	<p>Spell common exception words for Year 2 correctly (including some homophones)</p> <p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Spellings should be phonically plausible, even if not always correct</p> <p>Use commas to separate items in a list</p> <p>Can spell words using suffixes (which change word classes e.g. ful/-less, -ly, -er, -est, -ness) accurately</p> <p>Use apostrophes to mark where letters are missing in spelling [for example: didn't, she's] and to mark singular possession in nouns [the girl's name]</p>	<p>Make correct and consistent use of present tense and past tense throughout writing</p> <p>Use the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p> <p>Use conjunctions for subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Begin to develop an understanding of some features of written Standard English</p> <p>Use correct grammatical patterns for statements, questions, exclamations and commands</p> <p>Use expanded noun phrases for description and specification</p>	<p>Can write simple coherent narratives about personal experiences and recount real events</p> <p>Write a range of texts showing awareness of their structures (e.g. letter/story/reports)</p> <p>Use interesting and ambitious words for their age</p> <p>Use carefully selected adjectives/descriptive phrases for detail and description</p> <p>Can provide enough detail to interest the reader</p> <p>Can vary the structure of sentences to interest the reader (use of subordinating conjunctions/speech/questions/exclamations)</p>	<p>Write down or orally rehearse key words and ideas</p> <p>Evaluate writing with other pupils and their teacher</p> <p>Re-read writing to check it makes sense (particularly focusing on use of tense) and make simple additions and revisions</p> <p>Proof-reading for spelling, grammar and punctuation errors that they know how to correct</p>

End of Year 2		<p>Pupils spell all CVC and most common words on the YR/1/2 lists correctly; spelling of unknown words should be phonetically plausible.</p> <p>Pupils use basic sentence punctuation correctly, most of time (full stops, capital letters, question marks, exclamation marks, commas for lists).</p> <p>Pupils show some variety in the openers that they use, including using some descriptive language or detail.</p> <p>Pupils can produce a clear and coherent piece of writing, linked to the task.</p> <p>Pupils use some ambitious words for their age. Pupils can identify some errors in their writing by proof-reading what they have written.</p> <p>Pupils generally produce handwriting that is controlled and mainly regular. There may be some joining.</p>
Beginning of Year 3		

End of Year 2		<p>Pupils spell all CVC and most common words on the YR/1/2 lists correctly; spelling of unknown words should be phonetically plausible.</p> <p>Pupils use basic sentence punctuation correctly, most of time (full stops, capital letters, question marks, exclamation marks, commas for lists).</p> <p>Pupils show some variety in the openers that they use, including using some descriptive language or detail.</p> <p>Pupils can produce a clear and coherent piece of writing, linked to the task.</p> <p>Pupils use some ambitious words for their age. Pupils can identify some errors in their writing by proof-reading what they have written.</p> <p>Pupils generally produce handwriting that is controlled and mainly regular. There may be some joining.</p>
Beginning of Year 3		

Year 3 By the end of year 3, pupils.....	Spelling and Punctuation	Sentence Construction, Grammar and Text Cohesion	Composition and Effect	Plan, Evaluate (edit and draft)	Handwriting and Presentation
		<p>Spell common words correctly, with some errors and are familiarising themselves with the Year3/4 spelling list</p> <p>Spell words which belong to word families accurately using prefixes and suffixes (e.g. solve/dissolve/solution)</p> <p>Spell common homophones correctly (see Spelling Appendix)</p> <p>Begin to use inverted commas to punctuate direct speech</p> <p>Use the forms a or an.</p> <p>Use basic sentence punctuation correctly most of the time (full stops, capital letters, question marks, exclamation marks, commas for lists)</p>	<p>Use a wider range of conjunctions, including when, if, because, although to create multi-clause sentences</p> <p>Write sentences which are correctly constructed with correct subject/verb agreement</p> <p>Use a range of sentence structures in their writing (simple/compound/some complex)</p> <p>Begin to structure and organise work clearly (sometimes in paragraphs)</p> <p>Use adverbs and adverbials for a range of purposes</p> <p>Express time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]</p> <p>Use simple organisational devices (e.g. headings, subheadings)</p>	<p>Write for a range of purposes and audiences ,using the appropriate form</p> <p>Begin to use showing sentences to create a vivid image in the reader's mind</p> <p>Use language devices (alliteration, onomatopoeia, rhythm in poetry)</p> <p>Begin to use similes in their Writing</p> <p>Use varied and rich vocabulary including the careful use of adjectives and adverbs for description and detail</p> <p>Begin to develop writing that is lively and interesting</p> <p>Engage the reader through some use of varied sentence openings</p>	<p>Discuss and record ideas for writing</p> <p>Assess the effectiveness of their own and others' writing, suggesting improvements</p> <p>Propose changes to grammar and vocabulary to improve consistency (e.g. use of pronouns)</p> <p>Proof read for spelling and punctuation errors</p>

End of Year 3

Beginning of Year 4

Pupils spell common words correctly, with some errors and are familiarising themselves with the Year3/4 spelling list.
Pupils use basic sentence punctuation correctly, most of time (full stops, capital letters, question marks, exclamation marks, commas for lists, some inverted commas).
Pupils are beginning to show variety in sentence type and structure including the use of openings, adding some detail and description.
Pupils approach writing appropriately for the purpose and are broadly accurate in their basic skills.
Pupils use interesting language with some words that are ambitious.
Pupils edit writing by proof-reading what they have written. Pupils generally produce handwriting that is neat and mainly joined.

End of Year 3	<p>Pupils spell common words correctly, with some errors and are familiarising themselves with the Year3/4 spelling list.</p> <p>Pupils use basic sentence punctuation correctly, most of time (full stops, capital letters, question marks, exclamation marks, commas for lists, some inverted commas).</p>
Beginning of Year 4	<p>Pupils are beginning to show variety in sentence type and structure including the use of openings, adding some detail and description.</p> <p>Pupils approach writing appropriately for the purpose and are broadly accurate in their basic skills.</p> <p>Pupils use interesting language with some words that are ambitious.</p> <p>Pupils edit writing by proof-reading what they have written. Pupils generally produce handwriting that is neat and mainly joined.</p>

Year 4	Spelling and Punctuation	Sentence Construction, Grammar and Text Cohesion	Composition and Effect	Plan, Evaluate (edit and draft)	Handwriting and Presentation
<p>By the end of year 4, pupils.....</p>	<p>Spell the majority of familiar words correctly (including Year 3/4 spelling list and some homophones e.g. their/there/they're, were/where, to/too, your/you're)</p> <p>Use apostrophes to mark plural possession [for example, the girl's name, the girls' names]</p> <p>Use inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p> <p>Understand the grammatical difference between plural and possessive -s</p> <p>Use commas after fronted adverbials</p> <p>Use brackets for adding extra information</p>	<p>Know the difference between Standard English forms for verb inflections and local spoken forms [for example, we were instead of we was, or I did instead of I done] and use these mostly appropriately</p> <p>Use an increasing range of sentence structures including the use of some subordinate clauses</p> <p>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Make appropriate choice of pronoun (personal, possessive) or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Use a range of sentence types, including commands, statements and questions</p> <p>Use fronted adverbials [for example, Later that day, I heard the bad news.]</p>	<p>Create settings, characters and plot in narratives</p> <p>Use dialogue to move the action forward or develop characterisation</p> <p>Use language devices (alliteration, onomatopoeia, rhetorical questions, persuasive language, sensationalist language for newspapers</p> <p>Use varied and rich vocabulary (including the use of adverbs and adjectives for detail)</p> <p>Pupils begin to use figurative language (similes, personification, metaphor)</p> <p>Engage the reader through the use of varied sentence openings</p> <p>Begin to use showing sentences to create a vivid image in the reader's mind</p> <p>Develop writing that is lively and interesting</p>	<p>Discuss and record ideas for writing</p> <p>Proof read for spelling and punctuation errors</p> <p>Assess the effectiveness of their own and others' writing, suggesting improvements</p> <p>Propose changes to grammar and vocabulary to improve consistency (e.g. use of pronouns)</p>	<p>Use the diagonal, horizontal strokes that are needed to join letters</p> <p>Understand which letters are best left unjoined</p> <p>Increase legibility, consistency and quality of handwriting</p> <p>Using joined handwriting throughout independent writing</p>

		<p>Use generally consistent tense, person and tone throughout pieces of writing</p> <p>Use some layout devices (headings, subheadings, columns)</p> <p>Use paragraphs to organise ideas around a theme</p>			
--	--	--	--	--	--

<p>End of Year 4</p> <p>Beginning of Year 5</p>	<p>Pupils spell most words on the Year 3/4 list correctly, plus all compound words and many complex words.</p> <p>Pupils use a range of punctuation accurately (full stops, capital letters, exclamation marks, question marks, commas for lists, inverted commas, speech punctuation).</p> <p>Pupils show variety in sentence type and structure including sophisticated openings, adding detail and description and using a wider range of conjunctions.</p> <p>Pupils organise writing appropriately for the purpose, including experimenting with the use of paragraphs.</p> <p>Pupils use interesting language with a wide range of ambitious words, occasional misuse is acceptable.</p> <p>Pupils initiate edits to writing by proof-reading what they have written.</p> <p>Pupils produce handwriting that is neat and joined</p>
---	---

<p>End of Year 4</p> <p>Beginning of Year 5</p>	<p>Pupils spell most words on the Year 3/4 list correctly, plus all compound words and many complex words.</p> <p>Pupils use a range of punctuation accurately (full stops, capital letters, exclamation marks, question marks, commas for lists, inverted commas, speech punctuation).</p> <p>Pupils show variety in sentence type and structure including sophisticated openings, adding detail and description and using a wider range of conjunctions.</p> <p>Pupils organise writing appropriately for the purpose, including experimenting with the use of paragraphs.</p> <p>Pupils use interesting language with a wide range of ambitious words, occasional misuse is acceptable.</p> <p>Pupils initiate edits to writing by proof-reading what they have written.</p> <p>Pupils produce handwriting that is neat and joined</p>
---	---

	Spelling and Punctuation	Sentence Construction, Grammar and Text Cohesion	Composition and Effect	Plan, Evaluate (edit and draft)	Handwriting and Presentation
<p>Year 5</p> <p>By the end of year 5, pupils.....</p>	<p>Spell most words correctly (including common exception words for Year 5/6 and common homophones)</p> <p>Begin to use commas to clarify meaning or avoid ambiguity</p> <p>Use brackets, dashes or commas to indicate parenthesis (including for asides)</p> <p>Begin to make some use of semicolons and colons</p> <p>Punctuate sentences accurately almost all of the time</p> <p>Begin to use punctuation for effect (e.g. ellipsis, exclamation mark, question mark)</p>	<p>Use relative clauses beginning with who, which, where, when, whose that or an omitted relative pronoun</p> <p>Indicate degrees of possibility using adverbs (e.g. perhaps, surely), modal verbs (e.g. might, should, will, must), or the conditional tense</p> <p>Use the perfect form of verbs to mark relationships of time and cause</p> <p>Use of the conditional to express possibility</p> <p>Use devices such as adverbs to build cohesion (e.g. then, after that, this, firstly)</p> <p>Use consistent tense and person throughout pieces of writing</p> <p>Link ideas across paragraphs using adverbials of time, place and number (later, nearby, secondly, or tense choices)</p> <p>Use mostly appropriate text structure and paragraphing (e.g.</p>	<p>Identify the audience and purpose of writing, selecting appropriate form</p> <p>Use vocabulary and register typical of formal and informal speech and writing mostly appropriately</p> <p>Integrate dialogue to convey character and advance the action</p> <p>Use showing sentences to create a vivid image in the reader's mind</p> <p>Make effective use of simile, metaphor and personification across a range of text types</p> <p>Describe settings, characters and atmosphere</p> <p>Select from a wide range of imaginative and ambitious vocabulary</p> <p>Use language techniques (e.g. repetition, onomatopoeia, alliteration, persuasive language, rhetorical</p>	<p>Make notes and develop initial ideas to plan writing</p> <p>Proof-read for known spelling, punctuation and grammatical errors</p> <p>Assess the effectiveness of their own and others' writing according to the writing focus for the task</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning with prompting</p>	<p>Write legibly, fluently and with increasing speed</p> <p>Choose whether or not to join specific letters</p> <p>Use an unjoined style where appropriate (e.g. diagrams, headings)</p> <p>Be able to use the appropriate standard of handwriting (for notes, final write up)</p>

		<p>for narratives, newspapers, persuasive writing, plays)</p> <p>Use some layout devices (headings, subheadings, columns, line breaks in poetry)</p> <p>Make use of a wide variety of sentence constructions (including the use of subordinate clauses, short sentences for effect and openers)</p>	<p>questions) across a range text type</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Begin to show an awareness of the audience through the use of comments, asides, suspense, dialogue</p>		
--	--	---	---	--	--

<p>End of Year 5</p> <p>Beginning of Year 6</p>	<p>Pupils must use basic sentence punctuation accurately (full stops, capital letters, exclamation marks, question marks, commas in lists and inverted commas). Spelling is broadly accurate, including the spelling of common exception words.</p> <p>Pupils are beginning to use punctuation for parenthesis (brackets, dashes and commas).</p> <p>Pupils can use a range of sentence structures including the use of relative clauses, openers, subordinating conjunctions.</p> <p>Pupils are able to structure their writing using paragraphs and use the appropriate text structure and organisation.</p> <p>Pupils engage the reader with careful/ambitious choices of vocabulary and language techniques (figurative language, alliteration, repetition) for different audiences and purposes.</p> <p>Pupils are able to identify errors and make some improvements to their own work.</p> <p>Handwriting is legible, joined and writing can be sustained.</p>
---	---

<p>End of Year 5</p> <p>Beginning of Year 6</p>	<p>Pupils must use basic sentence punctuation accurately (full stops, capital letters, exclamation marks, question marks, commas in lists and inverted commas). Spelling is broadly accurate, including the spelling of common exception words.</p> <p>Pupils are beginning to use punctuation for parenthesis (brackets, dashes and commas).</p> <p>Pupils can use a range of sentence structures including the use of relative clauses, openers, subordinating conjunctions.</p> <p>Pupils are able to structure their writing using paragraphs and use the appropriate text structure and organisation.</p> <p>Pupils engage the reader with careful/ambitious choices of vocabulary and language techniques (figurative language, alliteration, repetition) for different audiences and purposes.</p> <p>Pupils are able to identify errors and make some improvements to their own work.</p> <p>Handwriting is legible, joined and writing can be sustained.</p>
---	---

	Spelling and Punctuation	Sentence Construction, Grammar and Text Cohesion	Composition and Effect	Plan, Evaluate (edit and draft)	Handwriting and Presentation
<p>Year 6</p> <p>By the end of year 6, pupils.....</p>	<p>Spell almost all words correctly (including common exception words for Year 6 and homophones) using a dictionary for unfamiliar words</p> <p>Can use commas for clarity and to separate clauses (subordinating/adverbials)</p> <p>Make some use of semi-colons, colons, or dashes to mark boundaries between independent clauses</p> <p>Make some use of hyphens to avoid ambiguity</p> <p>Make some use of colons to introduce lists</p> <p>Punctuate bullet points consistently</p> <p>Can use punctuation precisely to enhance meaning, to avoid ambiguity or for effect (e.g. ellipsis, exclamation mark, question mark, dash)</p>	<p>Recognise and use structures appropriate for formal speech and writing (including the subjunctive and impersonal form)</p> <p>Make appropriate use of a wide variety of sentence constructions (including the use of subordinating conjunctions, short sentences for effect and openers)</p> <p>Use appropriate grammatical structures in different types of writing (e.g. contractions in dialogue, passive verbs, modal verbs to suggest degrees of possibility)</p> <p>Use appropriate text structure and paragraphing (e.g. for narratives, newspapers, persuasive writing, plays)</p> <p>Use consistent tense, person and tone throughout pieces of writing</p> <p>Use appropriate layout devices (headings, subheadings, columns,</p>	<p>Identify the audience and purpose of writing, selecting the appropriate form and showing a good awareness of the reader (asides,suspense etc)</p> <p>Can sustain a particular viewpoint (character, point of view) throughout a text</p> <p>Describe settings, characters and atmosphere using ambitious vocabulary, figurative language and showing sentences (to create a vivid image for the reader) effectively</p> <p>Integrate dialogue effectively to convey character and advance the action</p> <p>Distinguish between the language of speech and writing, choosing the appropriate register.</p>	<p>Make notes and develop initial ideas to plan writing</p> <p>Proof-read for known spelling, punctuation and grammatical errors (including subject-verb agreement)</p> <p>Assess the effectiveness of their own and others' writing according to writing focus for the task</p> <p>Propose appropriate changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning during and after writing</p>	<p>Write legibly, fluently and with increasing speed</p> <p>Choose whether or not to join specific letters (e.g. capital letters)</p> <p>Consider carefully the style of handwriting which is best suited for a task (e.g. vary the font for emphasis)</p> <p>Are able to use the appropriate standard of handwriting (for notes, final write up)</p>

		<p>bullets, line breaks and presentation in poetry)</p> <p>Build cohesion using a range of devices to link ideas across paragraphs: e.g. repetition, conjunctions, pronouns, adverbials, synonyms.</p>	<p>Exercise a conscious control over levels of formality, using grammar and vocabulary to achieve this</p> <p>Use language techniques (e.g. repetition, onomatopoeia, alliteration, pejorative language, sensationalist language, emotive language, rhetorical questions) across a range text types</p> <p>Write imaginative, engaging and lively texts</p>		
--	--	--	---	--	--

<p>End of Year 6</p> <p>Beginning of Year 7</p>	<p>Pupils write fluently, independently and effortlessly with only occasional errors of punctuation, grammar and spelling.</p> <p>Pupils use the full range of sentence punctuation in their work.</p> <p>Pupils use precise and carefully chosen vocabulary in their writing, although new subject-specific vocabulary will continue to develop.</p> <p>Pupils are able to control the presentation of information through the nuances of language choices, sentence construction and punctuation.</p> <p>Pupils independently make appropriate and timely improvements to their work.</p> <p>Pupils use figurative language to enhance description</p>
---	--